

ARITHMETIC
FOR
GRADE III.



ARITHMETIC FOR GRADE III.

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FOR

GRADE III.



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FOREWORD.

This book has been compiled by experienced teachers to meet the requirements of the revised course of study in arithmetic for elementary schools. The grading of the examples has received close attention and the topic sequence is considered fundamentally sound.

Exercises involving the processes of addition and subtraction have been carefully developed, and extensive treatment has been devoted to the multiplication tables and their application. Supplementary oral teaching should be regularly and frequently given. Simple practical exercises involving the use of money and other tables are presented in attractive form. Revision exercises appear at frequent intervals and additional exercises are provided for faster-moving pupils.

It is hoped that teachers will use the textbook more as an aid to the better teaching of arithmetic than merely as a series of exercises to be worked as a matter of routine.

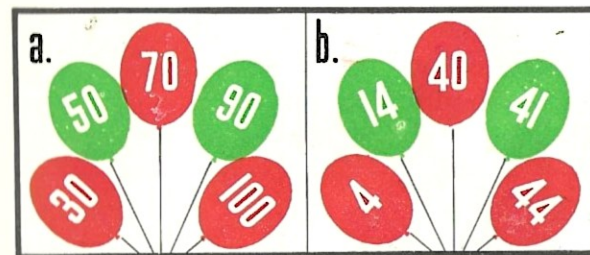
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SECTION A.—NUMERATION AND NOTATION.

Exercise 1.

1. Write in words the number on each balloon.



2. Write in figures :—

Two ; twelve ; twenty ; twenty-one ; twenty-two.

3. Write these numbers as figures :—

Thirteen ; thirty-one ; eighty ; eighty-four ; ninety-two.

Exercise 2.

1. Write in words the number on each flag.



2. Write in figures :—

Two hundred ; four hundred ; six hundred ; eight hundred ; ten hundred.

3. Write these numbers as words:—
216; 475; 612; 891; 913.
4. Write in figures:—
One hundred and seventeen.
Three hundred and twenty-eight.
Five hundred and seventy-one.
Seven hundred and twenty-five.
Nine hundred and eighty-seven.

Exercise 3.

1. Write in words:—330; 550; 770; 990.
2. Write in figures:—
Two hundred and twenty.
Four hundred and forty.
Six hundred and sixty.
Eight hundred and eighty.
3. Write in words:—202; 404; 606; 808.
4. Write in figures:—
One hundred and one.
Three hundred and three.
Five hundred and five.
Seven hundred and seven.

Exercise 4.

On the next page is a picture with ten numbers in it.
Copy them and then write them in words.



Exercise 5.

Write in figures the numbers made up of—

1. (a) 1 ten 9 units; (b) 2 tens 7 ones; (c) 4 tens 8 units.
2. (a) 1 hundred 2 tens 5 units;
(b) 3 hundreds 4 tens 2 ones;
(c) 5 hundreds 9 tens 1 one.

Write in figures and words the numbers made up of—

3. (a) 6 hundreds 4 tens; (b) 7 hundreds 2 tens;
(c) 8 hundreds 7 tens.
4. (a) 7 hundreds 6 units;
(b) 8 hundreds 4 ones;
(c) 9 hundreds 8 units.

Exercise 6.

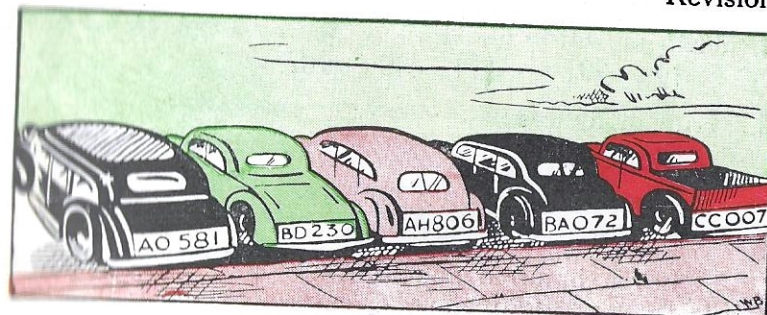
- Use these figures to make the largest possible number :—
(a) 1, 7; (b) 2, 9; (c) 3, 5, 8; (d) 4, 6, 0;
(e) 5, 0, 7.
- Use these figures to make the smallest possible number :—
(a) 6, 1; (b) 7, 5; (c) 3, 2, 7; (d) 5, 1, 6;
(e) 6, 9, 2.
- Write the number that comes after each of these numbers :—59; 139; 300; 309; 420.
- Write the number that comes before each of these numbers :—70; 100; 230; 411; 500.

Exercise 7.

- Write in words the value of each underlined figure :—
37; 243; 379; 54; 349; 427.
- Copy these numbers and put a square round the figure of greatest value in each :—
47; 72; 17; 237; 129; 546.
- Copy these numbers and put a stroke through the figure of least value in each :—
29; 97; 138; 316; 429; 535.
- Make numbers of three figures with—
(a) 5 in the units' place;
(b) 5 in the tens' place;
(c) 5 in the hundreds' place.

Exercise 8.

Revision.

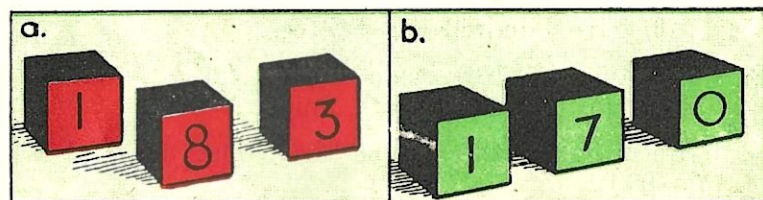


- Copy the figures on each number-plate and write them in words.
- Write in figures :—
(a) Two hundred and one.
(b) Five hundred and twelve.
- Write the number made up of (a) 3 hundreds 5 tens; (b) 7 hundreds 9 units.
- Write in figures the number that comes after (a) 699; (b) 800.
- Write in figures the number that comes before (a) 760; (b) 810.
- Write in figures the value of the 5 in (a) 756; (b) 567; (c) 675.
- Use these figures to make the biggest possible number :—(a) 7, 1, 9; (b) 2, 0, 8.
- Copy these numbers and draw a line under the figure of greatest value in each :—(a) 78; (b) 365.

Exercise 9.

Revision.

- Write in words :—
19; 291; 800; 440; 907.
- Write in figures :—
Thirteen.
One hundred and sixty-five.
Six hundred.
Seven hundred and ten.
Nine hundred and one.
- Write the number made up of (a) 2 hundreds 4 tens; (b) 5 hundreds 6 units.
- Use these figures to make the largest possible number :—



- Use these figures to make the smallest possible number :—(a) 3, 7, 2; (b) 4, 6, 1.
- Write in figures the number that comes before
(a) 720; (b) 700.
- Write in figures the value of the 2 in (a) 207;
(b) 702; (c) 27.
- Write the number that comes after (a) 509; (b) 999.

Exercise 10.

Additional Examples.

- Make up numbers containing—

- 7 tens 8 units;
- 2 hundreds 5 tens 7 ones;
- 3 hundreds 6 tens;
- 4 hundreds 1 one;
- 5 hundreds;
- 1 unit 6 tens;
- 2 tens 3 hundreds 9 units;
- 7 units 5 hundreds 3 tens;
- 4 tens 6 hundreds;
- 4 units 7 hundreds.

- Here are some numbers in jumbled order :—

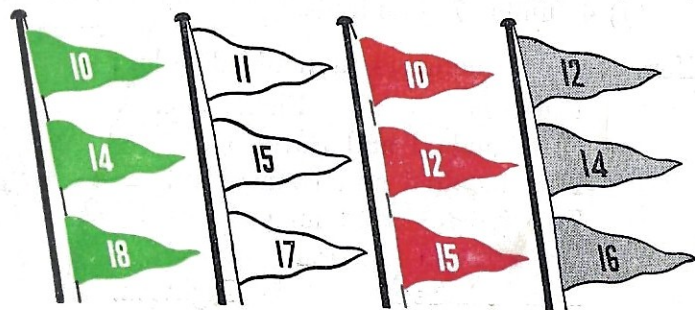
Nineteen. Eighty-one.
One hundred and thirteen.
Five hundred and twenty-five.
Two hundred and forty.
Six hundred and ten.
Four hundred. Eighteen.
Three hundred and four.
One thousand.

- Write the numbers in figures.
 - Now arrange them in order from smallest to largest.
- Copy the numbers on the first five (a) trams,
(b) motor-cars you see in the street.
Now write the numbers in words.

SECTION B.—ADDITION.

Exercise 1.

1. (a) $1 + 5 = \dots$ (b) $3 + 5 = \dots$ (c) $5 + 5 = \dots$
 2. (a) $2 + 6 = \dots$ (b) $3 + 6 = \dots$ (c) $4 + 6 = \dots$
 3. (a) $1 + 7 = \dots$ (b) $2 + 7 = \dots$ (c) $3 + 7 = \dots$
 4. (a) $1 + 8 = \dots$ (b) $2 + 8 = \dots$ (c) $1 + 9 = \dots$
 5. (a) $4 + 3 + 2$ (b) $5 + 2 + 1$ (c) $4 + 2 + 3$
 6. (a) $3 + 5 + 1$ (b) $2 + 3 + 4$ (c) $3 + 2 + 3$
 7. (a) $2 + 3 + 5$ (b) $3 + 1 + 6$ (c) $3 + 4 + 3$
 8. (a) $5 + 3 + 2$ (b) $4 + 5 + 1$ (c) $3 + 3 + 4$



9. Add 1 to each number on the green flags.
10. Add 2 to each number on the white flags.
11. Add 3 to each number on the red flags.
12. Add 4 to each number on the grey flags.
13. (a) $10 + 5 = \dots\dots$ (b) $12 + 5 = \dots\dots$ (c) $15 + 5 = \dots\dots$
14. (a) $11 + 6 = \dots\dots$ (b) $13 + 6 = \dots\dots$ (c) $14 + 6 = \dots\dots$
15. (a) $10 + 7 = \dots\dots$ (b) $12 + 7 = \dots\dots$ (c) $13 + 7 = \dots\dots$
16. (a) $10 + 8 = \dots\dots$ (b) $11 + 8 = \dots\dots$ (c) $12 + 8 = \dots\dots$

SECTION B.—ADDITION.

17. (a) $4 + 6 + 7$. (b) $3 + 7 + 9$. (c) $2 + 8 + 6$.
18. (a) $10 + 9 + 1$. (b) $10 + 6 + 4$. (c) $10 + 4 + 6$.
19. (a) $11 + 4 + 5$. (b) $12 + 3 + 5$. (c) $13 + 1 + 6$.
20. (a) $14 + 2 + 4$. (b) $15 + 1 + 3$. (c) $16 + 2 + 2$.

Exercise 2.

1. Copy each sum on this black board and write the answers.

Copy these sums and fill in the missing figures :—

2. (a) $9 + ? = 10$. (b) $? + 8 = 10$.
(c) $4 + 2 + ? = 10$.
3. (a) $7 + ? = 10$. (b) $? + 6 = 10$.
(c) $2 + 3 + ? = 10$.
4. (a) $4 + ? = 10$. (b) $? + 3 = 10$.
(c) $4 + 3 + ? = 10$.

Write the answers only in your work books :—

5. (a) $9 + 1 + 3$. (b) $8 + 2 + 2$. (c) $7 + 3 + 4$.
6. (a) $6 + 4 + 8$. (b) $5 + 5 + 9$. (c) $4 + 6 + 7$.
7. (a) $3 + 7 + 6$. (b) $2 + 8 + 5$. (c) $1 + 9 + 8$.
8. Copy these sums and add each one :—

2	4	6	8	2	3	5	7	9
1	2	3	4	5	6	7	8	9
9	8	7	6	5	4	3	2	1
—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—

9 + 1 =

8 + 2 =

7 + 3 =

6 + 4 =

5 + 5 =

4 + 6 =

3 + 7 =

2 + 8 =

1 + 9 =

Exercise 3.

Look at these little sums:—

$9 + 4$	$9 + 6$	$9 + 8$
$= 9 + 1 + 3$	$= 9 + 1 + 5$	$= 9 + 1 + 7$
$= 10 + 3$	$= 10 + 5$	$= 10 + 7$
$= 13$	$= 15$	$= 17$

Work these in the same way:—

1. (a) $9 + 3$. (b) $9 + 5$. (c) $9 + 7$.
 2. (a) $8 + 4$. (b) $8 + 6$. (c) $8 + 9$.
 3. (a) $7 + 5$. (b) $7 + 8$. (c) $7 + 9$.
 4. (a) $6 + 6$. (b) $6 + 8$. (c) $6 + 9$.
 5. (a) $5 + 7$. (b) $5 + 8$. (c) $5 + 9$.
 6. (a) $4 + 7$. (b) $3 + 8$. (c) $2 + 9$.
 7. (a) $9 + 4 + 6$. (b) $8 + 7 + 4$. (c) $7 + 6 + 5$.
 8. (a) $6 + 7 + 7$. (b) $5 + 6 + 9$. (c) $4 + 9 + 7$.

9. Now find the answers to these sums:—

$\begin{array}{r} 3 \\ 5 \\ 9 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ 5 \\ 8 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ 9 \\ 7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ 8 \\ 6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ 7 \\ 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ 9 \\ 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ 8 \\ 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ 9 \\ 2 \\ \hline \end{array}$
--	--	--	--	--	--	--	--

Exercise 4.

1.	2.	3.	4.	5.	6.	7.	8.
$\begin{array}{r} 4 \\ 7 \\ 9 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ 6 \\ 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ 8 \\ 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ 7 \\ 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ 9 \\ 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ 8 \\ 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ 9 \\ 3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ 9 \\ 2 \\ \hline \end{array}$

9.	10.	11.	12.	13.	14.	15.	16.
$\begin{array}{r} 8 \\ 4 \\ 9 \\ 7 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ 6 \\ 5 \\ 9 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ 6 \\ 8 \\ 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ 7 \\ 9 \\ 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ 8 \\ 7 \\ 5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ 8 \\ 9 \\ 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ 9 \\ 3 \\ 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ 9 \\ 9 \\ 2 \\ \hline \end{array}$

17.	18.	19.	20.	21.	22.	23.	24.
$\begin{array}{r} 7 \\ 7 \\ 9 \\ 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ 9 \\ 8 \\ 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ 9 \\ 8 \\ 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ 7 \\ 9 \\ 6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ 8 \\ 8 \\ 7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ 9 \\ 6 \\ 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ 8 \\ 7 \\ 9 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ 7 \\ 8 \\ 9 \\ \hline \end{array}$

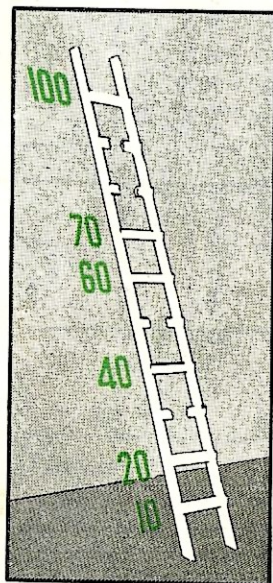
Exercise 5.

1.	2.	3.	4.	5.	6.	7.	8.
$\begin{array}{r} 5 \\ 9 \\ 9 \\ 7 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ 7 \\ 8 \\ 9 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ 8 \\ 9 \\ 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ 6 \\ 7 \\ 8 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ 6 \\ 7 \\ 9 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ 7 \\ 7 \\ 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ 8 \\ 7 \\ 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ 9 \\ 6 \\ 6 \\ 9 \\ \hline \end{array}$

9.	10.	11.	12.	13.	14.	15.
4	5	2	7	9	7	9
8	8	7	8	7	9	9
8	9	9	8	9	9	7
9	7	9	9	7	8	9
<u>6</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>8</u>
—	—	—	—	—	—	—

Exercise 6.

1. Mend this ladder by putting in the missing rungs. 2. Complete this table:—



10 + 10 =	.....
20 + 10 =	.....
30 + 10 =	.....
40 +	50
50 +	60
60 +	70
..... + 10 =	80
..... + 10 =	90
..... + 10 =	100

3. Add 10 to the number in each square:—

10	50	70
20	80	30
60	40	90

4. Complete these tables:—

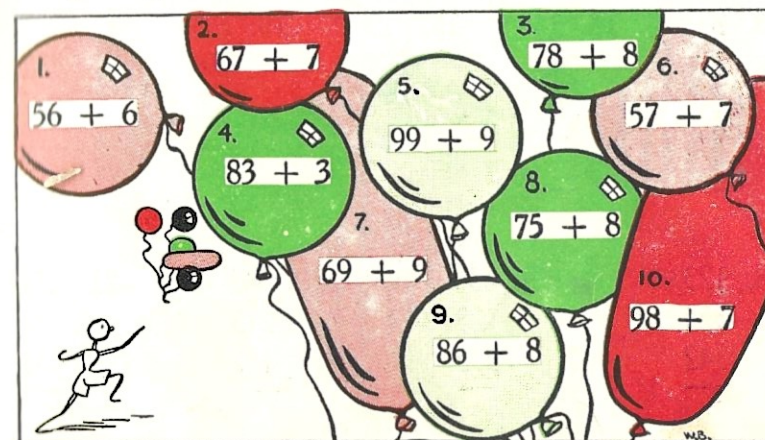
(a)

(b)

(c)

21 + 1 =	31 + 1 =	41 + 1 =
22 + 2 =	32 + 2 =	42 + 2 =
23 + 3 =	33 + 3 =	43 + 3 =
24 + 4 =	34 + 4 =	44 + 4 =
25 + 5 =	35 + 5 =	45 + 5 =
26 + 6 =	36 + 6 =	46 + 6 =
27 + 7 =	37 + 7 =	47 + 7 =
28 + 8 =	38 + 8 =	48 + 8 =
29 + 9 =	39 + 9 =	49 + 9 =
30 + 10 =	40 + 10 =	50 + 10 =

5. These balloons are floating away. Catch them all by getting the sums right.



Exercise 7.

Work these addition sums:—

1. 22 15 — —	2. 23 26 — —	3. 44 13 — —	4. 43 15 — —	5. 41 18 — —	6. 54 35 — —
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7. 37 62 — —	8. 21 32 14 — —	9. 11 35 23 — —	10. 32 14 33 — —	11. 43 12 34 — —	12. 32 21 35 — —
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13. 33 11 45 — —	14. 34 43 12 — —	15. 123 244 — —	16. 283 416 — —	17. 557 432 — —
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18. 123 324 342 — —	19. 434 123 332 — —	20. 343 213 142 — —	21. 232 314 453 — —
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Exercise 8.

Here are some more addition sums:—

1. 48 12 — —	2. 57 23 — —	3. 66 24 — —	4. 79 11 — —	5. 12 29 — —
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6. 34 28 — —	7. 56 37 — —	8. 58 36 — —	9. 77 14 — —	10. 79 13 — —
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11. 28 22 35 — —	12. 36 16 33 — —	13. 39 16 25 — —	14. 27 37 16 — —	15. 38 25 29 — —
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16. 139 248 312 — —	17. 114 437 226 — —	18. 224 537 119 — —	19. 137 118 236 — —	20. 239 118 237 — —
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Exercise 9.

Find the totals of these sums:—

1. 22 84 — —	2. 77 32 — —	3. 53 63 — —	4. 62 65 — —	5. 72 85 — —
6. 94 92 — —	7. 98 61 — —	8. 84 35 — —	9. 74 41 — —	10. 91 23 — —
11. 33 32 74 — —	12. 62 55 92 — —	13. 72 81 53 — —	14. 63 91 73 — —	15. 52 93 91 — —
16. 182 265 372 — —	17. 163 284 192 — —	18. 195 292 431 — —	19. 392 153 284 — —	20. 292 265 372 — —

Exercise 10.

Find the answers to these addition sums:—

1. 87 69 — —	2. 96 28 — —	3. 75 67 — —	4. 89 56 — —
5. 45 59 65 — —	6. 55 68 54 — —	7. 37 88 43 — —	8. 58 79 62 — —
9. 376 287 159 — —	10. 257 389 268 — —	11. 476 198 277 — —	12. 278 399 166 — —
13. 244 226 178 265 — —	14. 168 176 389 194 — —	15. 386 159 268 139 — —	16. 298 167 339 129 — —

Exercise 11.

- | | | | | |
|-----------------------------------|---------------------------------------|--------------------------------------|-------------------------------------|-----------------------------------|
| 1. 72
9
50
—
— | 2. 330
416
48
—
— | 3. 48
606
239
—
— | 4. 307
459
9
—
— | 5. 9
808
8
—
— |
| 6. 4
82
70
—
— | 7. 94
360
535
—
— | 8. 84
503
71
—
— | 9. 592
390
7
—
— | 10. 74
880
5
—
— |
| 11. 75
96
8
20
—
— | 12. 130
478
250
69
—
— | 13. 76
508
309
67
—
— | 14. 507
80
378
9
—
— | 15. 8
67
300
9
—
— |

Exercise 12.

- $76 + 94 + 57 + 68$.
- $385 + 127 + 129 + 357$.
- $76 + 375 + 89 + 340$.
- 275 plus 87 plus 438 plus 9.
- 52 plus 327 plus 19 plus 453.
- Find the sum of 17, 456, 89, and 308.
- What is the sum of 279, 137, 8, and 18?
- Add together 37, 408, 290, and seven.
- Find the total of 178, 56, 7, and 375.
- What is the total of 438, 9, 19, and ninety?

Exercise 13.

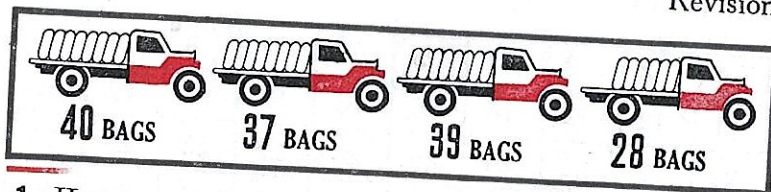
Revision.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

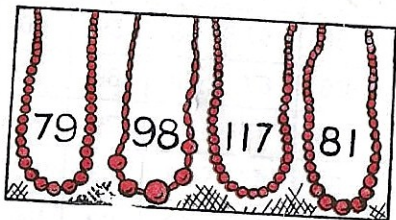
- Add 4 to each number in a bright-red space.
- Add 10 to each number in a bright-green space.
- Add 7 to each number in a light-red space.
- Add 9 to each number in a light-green space.
- Add together 112, 454, and 323.
- $535 + 209 + 128$.
- Find the sum of 382, 165, and 372.
- Total these numbers:—358, 277, and 196.
- 266 plus 85 plus 378 plus 169.
- What is the total of 209, 8, 578, and eighty?

Exercise 14.

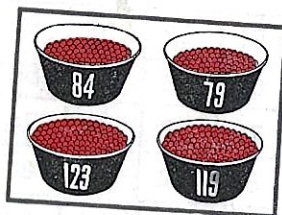
Revision.



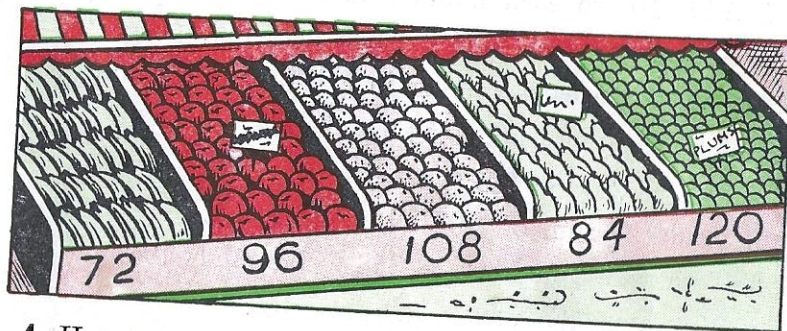
1. How many bags of wheat are there altogether?



2. How many beads altogether?



3. How many apples altogether?

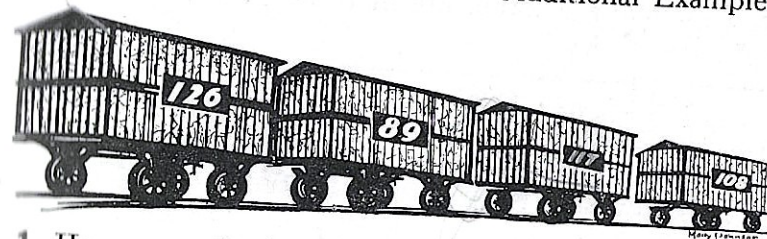


4. How many pieces of fruit are there altogether?

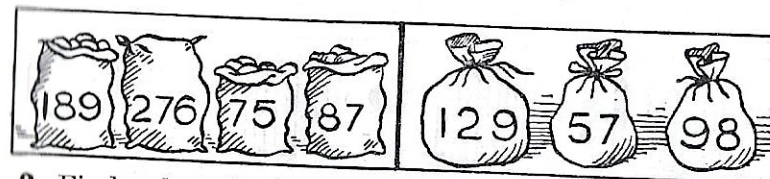
5. $285 + 376 + 38 + 117$.
 6. Add together 479, 8, 329, and 76.
 7. Find the sum of 197, 78, 85, and 507.
 8. Total these numbers:—388, 95, 6, 59, and 277.
 9. What is the sum of 37, 379, 488, 7, and fifty?
 10. $398 + 73 + 69 + 406 +$ fifty-four.

Exercise 15.

Additional Examples.



1. How many lambs are on this train?



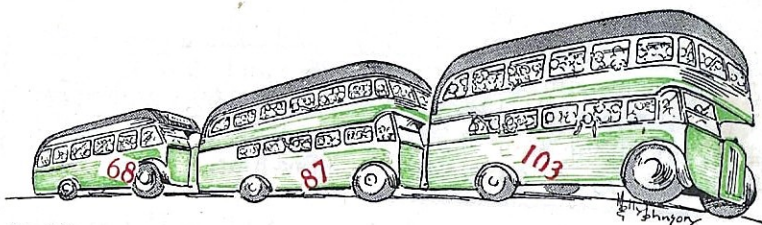
2. Find how many potatoes altogether.

3. How many pennies are in all the bags?

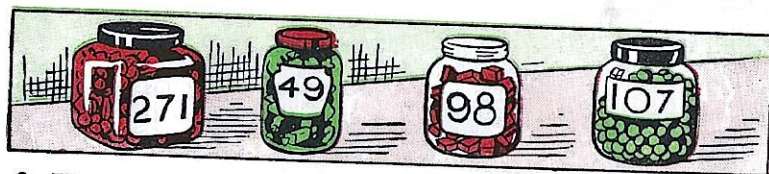


4. Find the total number of apples on the trees.

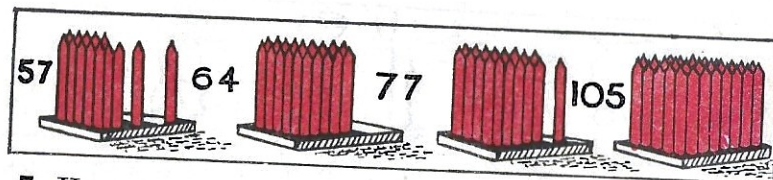
SECTION B.—ADDITION.



5. How many children are in these buses ?



6. How many lollies altogether ?



7. How many pencils altogether ?



8. How many pages in all these books ?

SECTION C.—MONEY.

Exercise 1.

Which coin exactly pays for each of these things ?

1. 2 lollies at $\frac{1}{2}$ d. each.
2. 3 penny ice-blocks.
3. 2 threepenny tickets.
4. 4 threepenny drinks.
5. 2 dolls at 1s. each.

Which coin is worth—

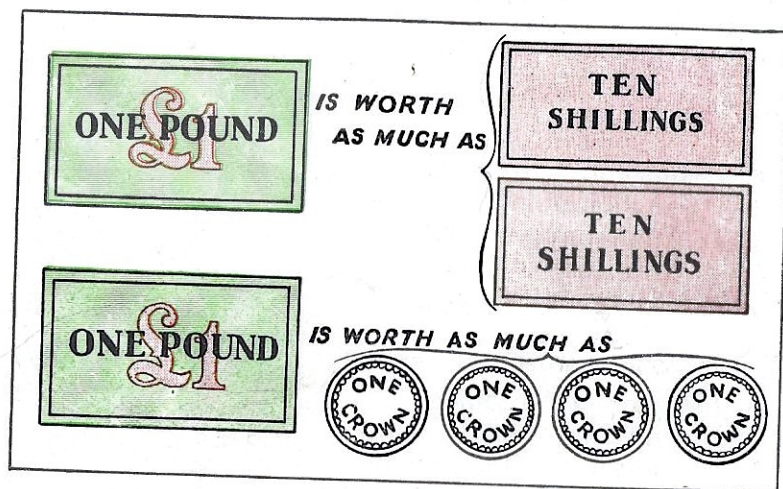
6. 1d. more than 5d. ?
7. Half as much as 1 penny ?
8. 1d. less than 13 pennies ?
9. Half as much as 1 sixpence ?
10. Twice as much as 1 shilling ?

Complete these sentences by adding "equal to", "more than", or "less than" :—

11. 4 halfpence are 2 pence.
12. 7 pennies are 1 sixpence.
13. 1 threepence is 6 halfpennies.
14. Eightpence is 3 threepences.
15. 4 threepences are 1 shilling.
16. 25 halfpennies are 1 shilling.
17. 3 sixpences are 15 pence.
18. 24 pennies are 1 florin.
19. 3 sixpences are 1 florin.
20. 1 florin is 8 threepences.



Exercise 2.



Write in your work books the missing figures:—

1. A £1 note will buy as much as ten-shilling notes.
 2. A £1 note will buy as much as crowns.
 3. A £1 note will buy as much as florins.
 4. A £1 note will buy as much as shillings.
 5. One ten-shilling note will buy as much as crowns.
 6. One ten-shilling note will buy as much as florins.
 7. One ten-shilling note will buy as much as shillings
 8. shillings
 9. sixpences
 10. threepences
 11. pennies
- } are worth as much as



Complete these sentences by adding “equal to”, “more than”, or “less than” :—

12. £1 is 20 sixpences.
13. £1 is 10 florins.
14. A £1 note is 1 ten-shilling note.
15. One ten-shilling note is 20 sixpences.
16. One ten-shilling note is 3 crowns.
17. Four florins are 1 ten-shilling note.
18. A crown is 2 florins.
19. A crown is 5 shillings.
20. Fifty pennies are 1 crown.
21. Two florins + 1 shilling are 1 crown.

Exercise 3.

Have you seen the way the shopman gives change?
This table will help you to follow his way.

Money Given to Shopman.	Cost of What You Buy.	How Shopman Counts the Change.	Total Change.
1s.	5d.	“5d. and 1d. makes sixpence, and sixpence makes one shilling.”	7d.
1s.	6½d.	“6½d. and ½d. makes sevenpence, and 1d. makes eightpence, and 1d. makes ninepence, and 3d. makes one shilling.”	5½d.

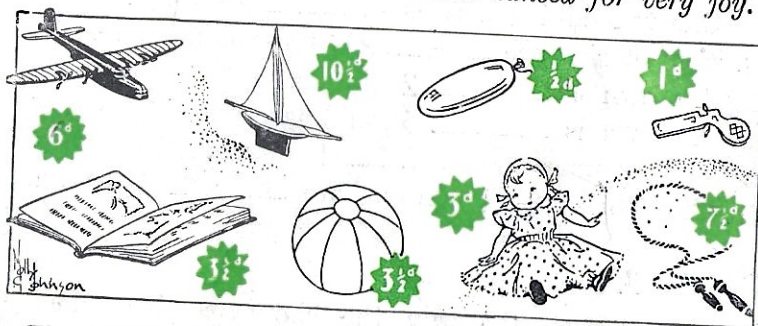
In counting change work the shopman's way.

SECTION C.—MONEY.

Use this rhyme and the picture to work the sums in the tables.

Johnny gained two pennies
By helping with the wood.
Mary got ninepence
Because she was so good.

Tommy earned a threepence
And felt a happy boy,
Betty found a shilling
And danced for very joy.



1. The children went to a shop to spend their money. This list shows how they spent it. Finish the list.

Child.	Toys Bought.	Cost of Each.	Total Cost.	Coins in Change.	Total Change.
Tommy	2 guns ..				
Johnny	3 balloons ..				
Mary ..	A skipping rope				
Betty ..	An aeroplane and a gun				

SECTION C.—MONEY.

2. Later on, the children wished they had bought other toys. Here is the list; find the missing figures.

Child.	Toys Bought.	Money Spent.	Coins in Change.	Total Change.
Johnny	A balloon ..			
Tommy	A balloon and 2 guns ..			
Mary ..	A doll and a balloon			
Betty ..	An aeroplane, a gun, and a balloon			

3. Four other boys and girls also bought some of the toys. Find the change for each of them.

Jim Bob. Ann. Stan.

Toy Bought				
Money to Spend	4d.	6d.	9d.	1s.
Change				

Exercise 4.

1. Uncle gave Bob, Jim, Bill, Joan, and Ann a florin each to spend. How much change did each boy or girl get when these toys were bought?

Name.	Toy Bought.	Change.
Bob ..	 $1'8$	
Jim ..	 $1'2$	
Bill ..	 $1'9\frac{1}{2}$	
Joan ..	 $1'4\frac{1}{2}$	
Ann ..	 $1'1\frac{1}{2}$	

2. Another five children also were given a florin each. You are told how much each spent. Find the change each of them received.

	Amount Each One Had.	Amount Spent.	Change.
(a)	2s.	6d.	
(b)	2s.	11d.	
(c)	2s.	$11\frac{1}{2}$ d.	
(d)	2s.	$5\frac{1}{2}$ d.	
(e)	2s.	$2\frac{1}{2}$ d.	

3. Here is another exercise of the same sort. This time you have to find the amount spent in each case.

	What Each Had.	Amount Spent.	Change.
(a)	6d.	.....	$2\frac{1}{2}$ d.
(b)	9d.	.....	4d.
(c)	9d.	.....	$1\frac{1}{2}$ d.
(d)	1s.	.....	5d.
(e)	1s.	.....	$2\frac{1}{2}$ d.
(f)	2s.	.....	1s. 2d.
(g)	2s.	.....	1s. $4\frac{1}{2}$ d.
(h)	2s.	.....	10d.
(i)	2s.	.....	$3\frac{1}{2}$ d.
(j)	2s.	.....	1s. $0\frac{1}{2}$ d.

Exercise 5.

1. Name the coin that is worth—

- (a) 1 penny more than 11d.;
- (b) twice as much as a halfpenny;
- (c) half as much as 1 shilling;
- (d) 1 penny less than 25d.

2. Which is more—

- (a) 5d. or 2 threepences;
- (b) 10d. or 3 threepences;
- (c) 10 halfpence or 5½d.;
- (d) 5 sixpences or 1 florin?

3. Which is less—

- (a) 1 crown or 6 shillings;
- (b) a 10s. note or 4 florins;
- (c) a £1 note or a ten-shilling note;
- (d) a £1 note or 5 crowns?

4. Each amount in the first list has an amount equal to it in the second list. Find the mates.

(a) 4 sixpences	1 crown
(b) 10 florins	1 ten-shilling note
(c) 5 shillings	1 florin
(d) 20 sixpences	£1 note

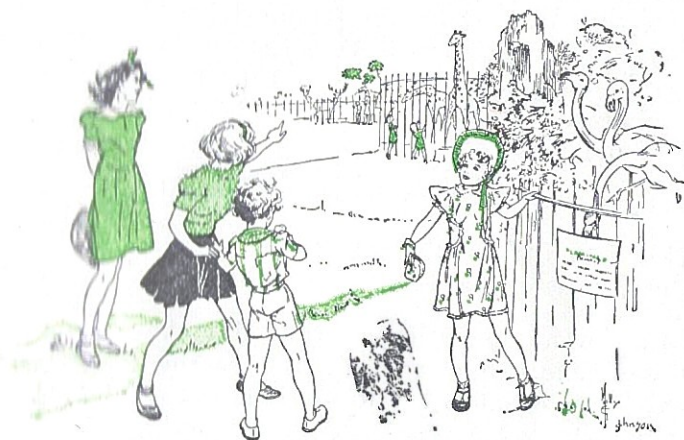
5. How much change?

- (a) From 1s. spend 6½d.
- (b) From 2s. spend 1s. 7½d.
- (c) From 2s. spend 8d.
- (d) From 2s. spend 5½d.

Revision.

Exercise 6.

Additional Examples.



One fine day Mrs. Hudd said to her children, Jean, Cliff, Rose, and Violet, "I have a pleasant surprise for you to-day. You may all go to the Zoo."

"I'll look after the money," said Jean, the eldest. "No," said Mother. "You shall each have your own money to spend as you wish. When you come back I'll want you to be able to tell how you spent it." "I'll take a note-book and keep a list," said Rose. "So will I," said the other three together.

"Very well," said Mother. "Here is two shillings for each of you. Don't forget to keep enough for your tram fares home."

"Fancy, we have a florin to spend," said Cliff in surprise. "I'm not going on the moving things," called Violet, as they hurried for the tram. Soon they were on their way. "Fares, please," said the conductor, so each child paid him a penny. At last they reached the Zoo gates. "Peanuts for the monkeys, sixpence a bag," called an old man.

"Let us buy two bags between us," said Jean.

"How much to go in, please?" asked Rose. "Threepence each," said the man behind the ticket window.

In they went, and what a grand day they had! At last it was time to go home. After tea the children sat down and wrote out a list to show how they had spent their money.

Here are their lists:—

JEAN.	
Tram fare ..	1d.
Zoo ticket ..	3d.
Peanuts ..	3d.
Ice-blocks ..	2d.
Lemonade ..	4d.
Ride on Peggy ..	3d.
Tram fare ..	1d.
	—
	—

ROSE.	
Tram fare ..	1d.
Ticket ..	3d.
Peanuts ..	3d.
Train rides ..	6d.
Ice-cream ..	3d.
Sweets ..	1½d.
Fare home ..	1d.
	—
	—

CLIFF.	
Tram fares ..	2d.
Ticket ..	3d.
Peanuts ..	3d.
Merry-go-round	3d.
Sweets ..	2½d.
	—
	—

VIOLET.	
Fares ..	2d.
Ticket ..	3d.
Peanuts ..	3d.
Sweets ..	3½d.
	—
	—

Now work these little sums:—

1. How much money altogether did Mother give them?
2. How much did the children spend on peanuts?
3. What did all the fares cost?
4. How much altogether did it cost them for Zoo tickets?
5. When Violet bought her sweets she gave the man a sixpence. How much change did she get?
6. How much did each child spend?
7. Who spent the most?
8. Who spent the least?
9. How much less did Jean spend than Rose?
10. How much more did Cliff spend than Violet?
11. How much money did each child have left?
12. Name the coins that each child might have had left.
13. How much did the children spend altogether?

g g

CUMULATIVE REVISION.—I.

Exercise 1.

- Write in words:—(a) 298; (b) 501.
- Write in figures:—(a) Three hundred and sixty; (b) four hundred and eleven.
- Write the numbers made up of—(a) 2 hundreds 5 tens 9 units; (b) 8 hundreds 7 ones.
- Use these figures to make up the largest possible number:—(a) 2, 1, 9; (b) 5, 0, 6.
- Write the number that comes after—(a) 690; (b) 999.
- Copy these numbers and put a square round the figure of greatest value in each:—(a) 569; (b) 198.

Exercise 2.

- | | | | | |
|--|---|---|---|--|
| 1. $\begin{array}{r} 54 \\ 35 \\ \hline \end{array}$ | 2. $\begin{array}{r} 436 \\ 543 \\ \hline \end{array}$ | 3. $\begin{array}{r} 32 \\ 28 \\ 9 \\ \hline \end{array}$ | 4. $\begin{array}{r} 154 \\ 119 \\ 326 \\ \hline \end{array}$ | 5. $\begin{array}{r} 54 \\ 18 \\ 56 \\ \hline \end{array}$ |
| 6. $\begin{array}{r} 89 \\ 28 \\ 25 \\ 27 \\ \hline \end{array}$ | 7. $\begin{array}{r} 345 \\ 198 \\ 243 \\ \hline \end{array}$ | 8. $\begin{array}{r} 136 \\ 249 \\ 474 \\ 96 \\ \hline \end{array}$ | 9. $\begin{array}{r} 337 \\ 150 \\ 263 \\ \hline \end{array}$ | 10. $\begin{array}{r} 109 \\ 255 \\ 268 \\ 68 \\ \hline \end{array}$ |

CUMULATIVE REVISION.—I.

35

Exercise 3.

- How many lollies altogether?



- $200 + 182 + 154 + 140.$
- $156 + 684 + 17 + 95.$
- 363 plus 9 plus 72 plus 105.
- What is the total of 196, 89, 17, and 298?
- Find the sum of 45, 150, 271, and 339.
- Add together:—Eight, eighteen, one hundred and eight, and two hundred and eighty.
- Find the sum of two hundred and five, four hundred and fifty, and three hundred and forty-five.

Exercise 4.

- Name the single coin that a person could use to buy each of these:—
 - 6 penny ice-blocks.
 - 4 threepenny tram tickets.
 - 4 sixpenny tops.
 - 10 sixpenny pencil-cases.
- Which would buy more—
 - 5 shillings or 2 florins;
 - 1 crown or 2 florins;
 - 19 shillings or 2 ten-shilling notes;
 - 3 florins or 6 shillings?

3. Find the missing figures :—

- (a) a 10s. note = florins.
 (b) a note = 2 crowns.
 (c) a £1 note = florins.
 (d) a note = 4 crowns.

4. What change would Tom receive from 2s. if he bought—

- (a) a ball for 1s. 6d.;
 (b) a book for 1s. 1½d.;
 (c) a tram ticket for 5d.;
 (d) a newspaper for 1½d.?

Exercise 5.

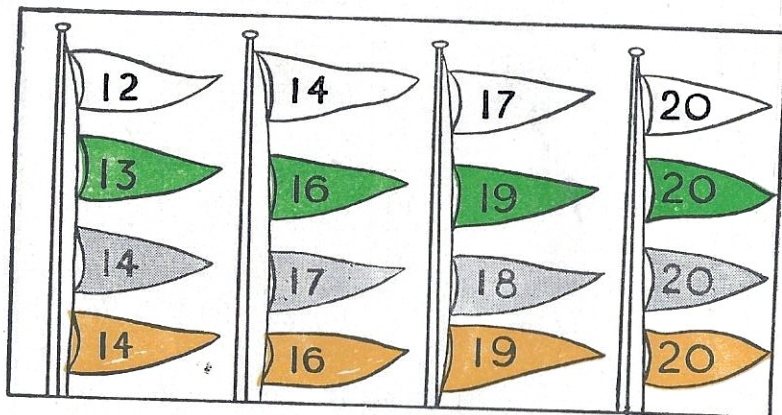
Three answers are given to each of the following problems.
 Choose the correct answer to each.

Problems.	Answers.
1. 510 in words is	(a) Fifty-one (b) Five hundred and one (c) Five hundred and ten
2. The value of the 5 in 256 is	(a) 50 (b) 5 (c) 500
3. The smallest number that can be made with 3, 9, 1 is	(a) 319 (b) 193 (c) 139

Problems.	Answers.
4. When counting by fives, the number that comes before 40 is	(a) 45 (b) 35 (c) 30
5. The total of 5 and 10 is	(a) 15 (b) 50 (c) 5
6. 8 plus 17 is	(a) 25 (b) 9 (c) 24
7. The largest silver coin we use is a	(a) florin (c) crown (b) shilling
8. With one florin you could buy six-penny tickets.	(a) 4 (b) 10 (c) 6
9. A £1 note is worth as much as	(a) 10 shillings (b) 10 crowns (c) 10 florins
10. If 1s. 7½d. is spent out of a florin, the change is	(a) 1s. 4½d. (b) 4½d. (c) 5½d.

SECTION D.—SUBTRACTION.

Exercise 1.



1. Subtract 1 from the number on each white flag.
2. Subtract 2 from the number on each green flag.
3. Subtract 3 from the number on each grey flag.
4. Subtract 4 from the number on each orange flag.
5. (a) $8 - 5 = \dots$ (b) $8 - 6 = \dots$ (c) $8 - 7 = \dots$
6. (a) $9 - 4 = \dots$ (b) $9 - 6 = \dots$ (c) $9 - 8 = \dots$
7. (a) $16 - 5 = \dots$ (b) $18 - 5 = \dots$ (c) $20 - 5 = \dots$
8. (a) $17 - 6 = \dots$ (b) $19 - 6 = \dots$ (c) $20 - 6 = \dots$
9. (a) $17 - 7 = \dots$ (b) $19 - 7 = \dots$ (c) $20 - 7 = \dots$
10. (a) $18 - 8 = \dots$ (b) $19 - 9 = \dots$ (c) $20 - 9 = \dots$
11. (a) $11 - 10 = \dots$ (b) $13 - 10 = \dots$ (c) $20 - 10 = \dots$
12. (a) $17 - 4 = \dots$ (b) $18 - 7 = \dots$ (c) $20 - 8 = \dots$

SECTION D.—SUBTRACTION.

39

Exercise 2.

1. Find the answers to these little sums:—

- (a) $10 - 1$. (b) $10 - 2$. (c) $10 - 3$. (d) $10 - 4$.
 (e) $10 - 5$. (f) $10 - 6$. (g) $10 - 7$. (h) $10 - 8$.
 (i) $10 - 9$. (j) $10 - 10$.

2. (a) $11 - 9$. (b) $14 - 9$. (c) $17 - 9$.
 3. (a) $13 - 8$. (b) $15 - 8$. (c) $17 - 8$.
 4. (a) $11 - 7$. (b) $14 - 7$. (c) $16 - 7$.
 5. (a) $12 - 6$. (b) $13 - 6$. (c) $15 - 6$.
 6. (a) $12 - 5$. (b) $13 - 5$. (c) $14 - 5$.
 7. (a) $13 - 4$. (b) $11 - 4$. (c) $12 - 4$.
 8. (a) $11 - 3$. (b) $12 - 3$. (c) $11 - 2$.
 9. (a) $11 - 5$. (b) $11 - 6$. (c) $12 - 7$.
 10. (a) $14 - 8$. (b) $15 - 9$. (c) $18 - 9$.
 11. (a) $14 - 6$. (b) $13 - 7$. (c) $15 - 7$.
 12. (a) $12 - 8$. (b) $16 - 8$. (c) $16 - 9$.

Exercise 3.

- | | | | | |
|--|--|--|--|---|
| 1. $\begin{array}{r} 38 \\ - 12 \\ \hline \end{array}$ | 2. $\begin{array}{r} 49 \\ - 23 \\ \hline \end{array}$ | 3. $\begin{array}{r} 56 \\ - 24 \\ \hline \end{array}$ | 4. $\begin{array}{r} 65 \\ - 22 \\ \hline \end{array}$ | 5. $\begin{array}{r} 78 \\ - 34 \\ \hline \end{array}$ |
| 6. $\begin{array}{r} 79 \\ - 12 \\ \hline \end{array}$ | 7. $\begin{array}{r} 84 \\ - 21 \\ \hline \end{array}$ | 8. $\begin{array}{r} 57 \\ - 21 \\ \hline \end{array}$ | 9. $\begin{array}{r} 95 \\ - 51 \\ \hline \end{array}$ | 10. $\begin{array}{r} 99 \\ - 36 \\ \hline \end{array}$ |

SECTION D.—SUBTRACTION.

$$\begin{array}{r} 11. \ 246 \\ - \ 123 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \ 482 \\ - \ 261 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \ 468 \\ - \ 352 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \ 684 \\ - \ 371 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \ 866 \\ - \ 532 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \ 369 \\ - \ 124 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \ 639 \\ - \ 426 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \ 559 \\ - \ 135 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \ 759 \\ - \ 317 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \ 975 \\ - \ 731 \\ \hline \end{array}$$

Exercise 4.

$$\begin{array}{r} 1. \ 31 \\ - \ 19 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \ 42 \\ - \ 29 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \ 53 \\ - \ 18 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \ 64 \\ - \ 38 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \ 71 \\ - \ 37 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \ 55 \\ - \ 36 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \ 62 \\ - \ 25 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \ 72 \\ - \ 34 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \ 81 \\ - \ 53 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \ 91 \\ - \ 42 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \ 268 \\ - \ 139 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \ 377 \\ - \ 249 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \ 486 \\ - \ 148 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \ 892 \\ - \ 233 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \ 981 \\ - \ 242 \\ \hline \end{array}$$

SECTION D.—SUBTRACTION.

Exercise 5.

Each subtraction sum right means that a boomerang returns to you. How many boomerangs can you throw so that they return to you?

1. $\begin{array}{r} 328 \\ - 194 \\ \hline \end{array}$	2. $\begin{array}{r} 419 \\ - 186 \\ \hline \end{array}$	3. $\begin{array}{r} 537 \\ - 275 \\ \hline \end{array}$
4. $\begin{array}{r} 648 \\ - 362 \\ \hline \end{array}$	5. $\begin{array}{r} 735 \\ - 253 \\ \hline \end{array}$	6. $\begin{array}{r} 526 \\ - 244 \\ \hline \end{array}$
7. $\begin{array}{r} 627 \\ - 333 \\ \hline \end{array}$	8. $\begin{array}{r} 718 \\ - 325 \\ \hline \end{array}$	9. $\begin{array}{r} 827 \\ - 462 \\ \hline \end{array}$
10. $\begin{array}{r} 815 \\ - 431 \\ \hline \end{array}$	11. $\begin{array}{r} 916 \\ - 424 \\ \hline \end{array}$	12. $\begin{array}{r} 947 \\ - 392 \\ \hline \end{array}$

Exercise 6.

$$\begin{array}{r} 1. \ 321 \\ - \ 189 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \ 432 \\ - \ 178 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \ 543 \\ - \ 167 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \ 654 \\ - \ 256 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \ 763 \\ - \ 364 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \ 521 \\ - \ 223 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \ 631 \\ - \ 332 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \ 731 \\ - \ 349 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \ 822 \\ - \ 278 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \ 911 \\ - \ 269 \\ \hline \end{array}$$

Exercise 7.



"Each sum wrong will count a fall,"
Shouts old Zero from the wall.
Through your sums at tricks he'll go,
Tripping all who careless grow.
Count your falls that you may see
Just how tricky he can be.

A sum wrong means that you have had a fall.

- | | | | | |
|---|---|--|--|---|
| 1. $\begin{array}{r} 468 \\ - 168 \\ \hline \end{array}$ | 2. $\begin{array}{r} 413 \\ - 273 \\ \hline \end{array}$ | 3. $\begin{array}{r} 531 \\ - 229 \\ \hline \end{array}$ | 4. $\begin{array}{r} 457 \\ - 389 \\ \hline \end{array}$ | 5. $\begin{array}{r} 542 \\ - 270 \\ \hline \end{array}$ |
| 6. $\begin{array}{r} 743 \\ - 209 \\ \hline \end{array}$ | 7. $\begin{array}{r} 370 \\ - 181 \\ \hline \end{array}$ | 8. $\begin{array}{r} 401 \\ - 175 \\ \hline \end{array}$ | 9. $\begin{array}{r} 500 \\ - 272 \\ \hline \end{array}$ | 10. $\begin{array}{r} 603 \\ - 198 \\ \hline \end{array}$ |
| 11. $\begin{array}{r} 701 \\ - 395 \\ \hline \end{array}$ | 12. $\begin{array}{r} 702 \\ - 207 \\ \hline \end{array}$ | | | |

Exercise 8.

Subtraction

1. $\begin{array}{r} 421 \\ - 38 \\ \hline \end{array}$	2. $\begin{array}{r} 542 \\ - 56 \\ \hline \end{array}$	3. $\begin{array}{r} 621 \\ - 85 \\ \hline \end{array}$	4. $\begin{array}{r} 230 \\ - 28 \\ \hline \end{array}$
5. $\begin{array}{r} 407 \\ - 69 \\ \hline \end{array}$	6. $\begin{array}{r} 700 \\ - 37 \\ \hline \end{array}$	7. $\begin{array}{r} 601 \\ - 95 \\ \hline \end{array}$	8. $\begin{array}{r} 800 \\ - 99 \\ \hline \end{array}$
9. $\begin{array}{r} 436 \\ - 9 \\ \hline \end{array}$	10. $\begin{array}{r} 200 \\ - 7 \\ \hline \end{array}$		

Exercise 9.

- 868 — 539.
- From 729 take 456.
- 523 minus 195.
- From 921 subtract 656.
- Find the difference between 942 and 638.
- How many more is 561 than 249?
- Subtract 198 from 601.
- How many less is 274 than 540?
- Find the difference between 75 and 390.
- What is the difference between 93 and 400?

SECTION D.—SUBTRACTION.

Exercise 10.

	1	2	3	4	5	6	7	8	9	10	Revision.
11	12	13	14	15	16	17	18	19	20		
21	22	23	24	25	26	27	28	29	30		
31	32	33	34	35	36	37	38	39	40		
41	42	43	44	45	46	47	48	49	50		
51	52	53	54	55	56	57	58	59	60		
61	62	63	64	65	66	67	68	69	70		
71	72	73	74	75	76	77	78	79	80		
81	82	83	84	85	86	87	88	89	90		
91	92	93	94	95	96	97	98	99	100		

1. Take 3 from each number on a bright-green dot.
2. Take 10 from each number on a light-green dot.
3. Take 7 from each number on a bright-orange dot.
4. Take 9 from each number on a pale-orange dot.
5. From 761 subtract 238.
6. From 517 subtract 364.
7. 812 minus 279.
8. Subtract 99 from 705.
9. Find the difference between 193 and 400.
10. How much more is 521 than 69?

Exercise 11.

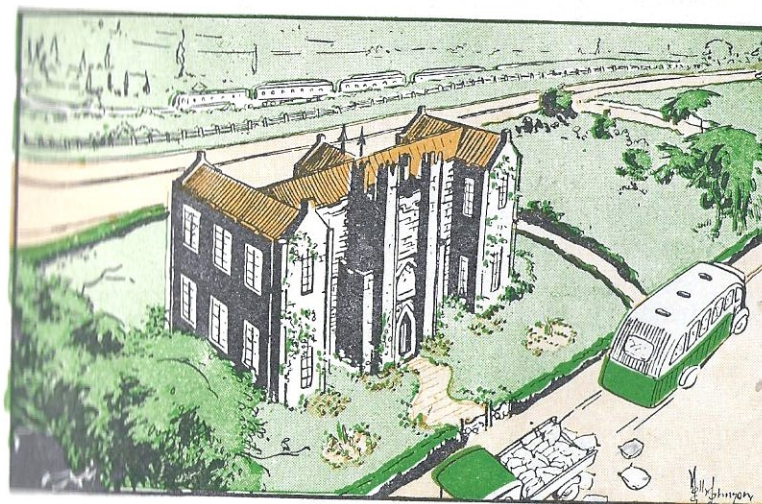
1. 761	2. 655	3. 930	Revision.
— 484	— 457	— 241	4. 743
—	—	—	— 408
			—

SECTION D.—SUBTRACTION.

5. 560	6. 347	7. 561	8. 980
— 380	— 68	— 298	— 717
—	—	—	—
9. From 522 take 39.	10. Take 179 from 800.		
11. Subtract 64 from 123.	12. 402 minus 395.		

Exercise 12.

Additional Examples.



1. There are 605 children at this school. 397 of them are boys. How many are girls?
2. If 306 of the 605 children are in the rooms downstairs, how many are in the rooms upstairs?

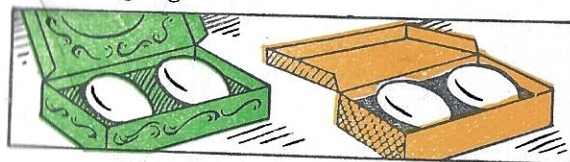
SECTION D.—SUBTRACTION.

3. One day 520 children were out at play. 209 were taken inside; how many children were left out at play?
4. There are 252 people on the train passing the back of the school. 198 of them are travelling second class. How many are in the first class carriages?
5. One hundred and three children are off to the Zoo in the bus. Fifty-nine of them are girls; how many of them are boys?
6. One day a truck loaded with forty-two bags was passing the school when nineteen of them fell off. How many bags were left on the truck?
7. On Egg Day 207 eggs were brought to school. If the girls brought 108 of them, how many eggs did the boys bring?
8. During Apple Week a bag containing 420 apples was left at the school. How many remained when 392 of the apples were given out?
9. The school was open 390 half-days in the year. Bob was there on 371 half-days. How many half-days did he stay away?
10. Jim got a story-book for attending every day. It had five hundred pages in it altogether. If 99 of the pages were used for pictures, how many were used for stories?

SECTION E.—MULTIPLICATION.

Exercise 1.

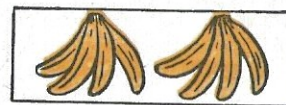
Find the missing figures:—



1. Here are boxes of soap.
2. There are cakes of soap in each box.
3. There are cakes of soap altogether.
4. $2 \times 2 = \dots\dots\dots$

$$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$$

6. Here are bunches of bananas.
7. How many bananas in each bunch?



8. How many bananas altogether?
9. $4 \times 2 = \dots\dots\dots$

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 1 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 3 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 5 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 6 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 7 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 8 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 9 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 10 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 11 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 12 \\ \times 2 \\ \hline \end{array}$$

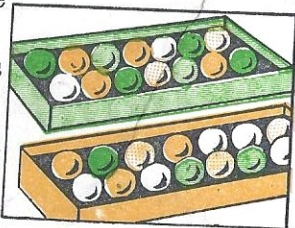
Exercise 2.

1. How many marbles are there in each box?

2. There are marbles altogether.

3. $14 \times 2 = \dots\dots\dots$

4. 14
 $\times 2$
—



5. There are sheep in each yard.

6. How many sheep altogether?

7. $32 \times 2 = \dots\dots\dots$

8. 32
 $\times 2$
—

9. 12
 $\times 2$
—

10. 13
 $\times 2$
—

11. 21
 $\times 2$
—

12. 22
 $\times 2$
—

13. 23
 $\times 2$
—

14. 24
 $\times 2$
—

15. 31
 $\times 2$
—

16. 33
 $\times 2$
—

17. 43
 $\times 2$
—

18. 20
 $\times 2$
—

19. 30
 $\times 2$
—

20. 40
 $\times 2$
—

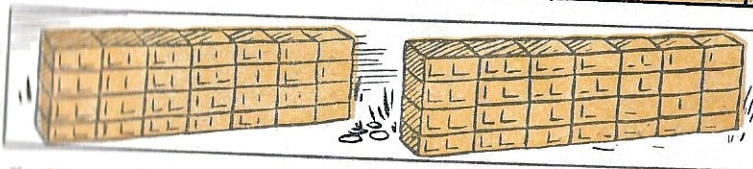
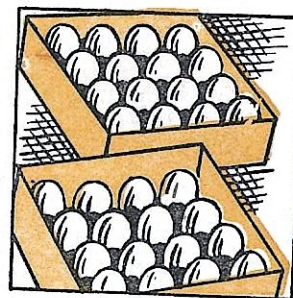
Exercise 3.

1. How many eggs in each box?

2. How many eggs altogether?

3. $16 \times 2 = \dots\dots\dots$

4. 16
 $\times 2$
—



5. There are bricks in each stack.

6. How many bricks altogether?

7. 28
 $\times 2$
—

8. 17
 $\times 2$
—

9. 19
 $\times 2$
—

10. 26
 $\times 2$
—

11. 27
 $\times 2$
—

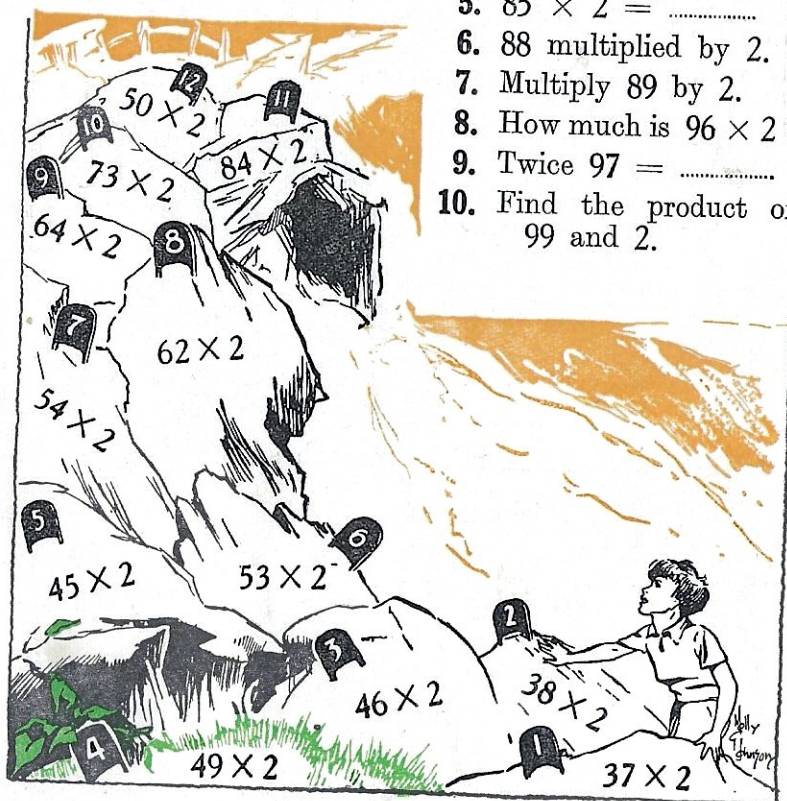
12. 29
 $\times 2$
—

13. 15
 $\times 2$
—

14. 25
 $\times 2$
—

Exercise 4.

Try to climb to the top of these rocks by getting all the sums right.



Exercise 5.

1. $56 \times 2 = \dots\dots\dots$
2. $59 \times 2 = \dots\dots\dots$
3. $67 \times 2 = \dots\dots\dots$
4. $78 \times 2 = \dots\dots\dots$
5. $85 \times 2 = \dots\dots\dots$
6. 88 multiplied by 2.
7. Multiply 89 by 2.
8. How much is 96×2 ?
9. Twice 97 = $\dots\dots\dots$
10. Find the product of 99 and 2.

Exercise 6.

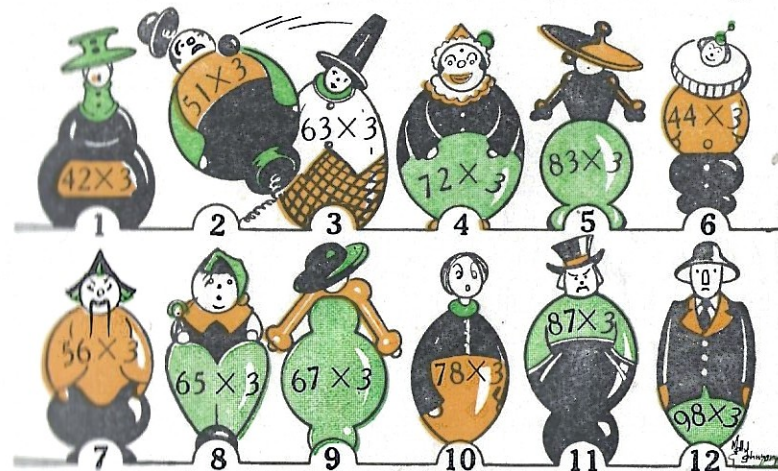
1. Here are $\dots\dots\dots$ jars.
2. There are $\dots\dots\dots$ cakes in each jar.
3. How many cakes altogether?



4. 23×3 .
5. 13×3 .
6. 21×3 .
7. 32×3 .
8. 33×3 .
9. 30×3 .
10. 15×3 .
11. 18×3 .
12. 26×3 .
13. 27×3 .
14. 29×3 .

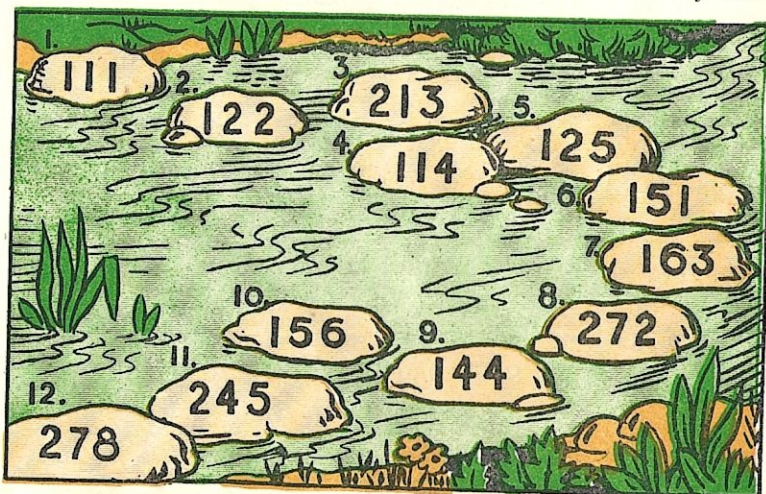
Exercise 7.

Knock each Aunt Sally down by getting each sum right.

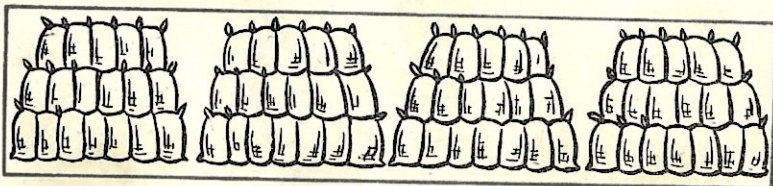


Exercise 8.

Here are numbers shown like stepping stones in a creek. Multiply each number by 3. A sum wrong means a slip into the water. Try to cross with dry feet.



Exercise 9.



1. (a) Here are stacks of wheat.
- (b) In each stack there are bags.
- (c) How many bags altogether?

2. 23×4 .
3. 24×4 .
4. 26×4 .
5. 27×4 .
6. 34×4 .
7. 40×4 .
8. 90×4 .

Exercise 10.

1. 43×4 .
2. 45×4 .
3. 47×4 .
4. 52×4 .
5. 55×4 .
6. 56×4 .
7. 67×4 .
8. 79×4 .
9. 75×4 .
10. 100×4 .

Exercise 11.

One sum right will score a hit.

Be careful in your aim.

Each sum wrong will mean a miss;

Your score card tells your game.

Then, if you're right each time you "throw",

You'll have the full ten marks to show.

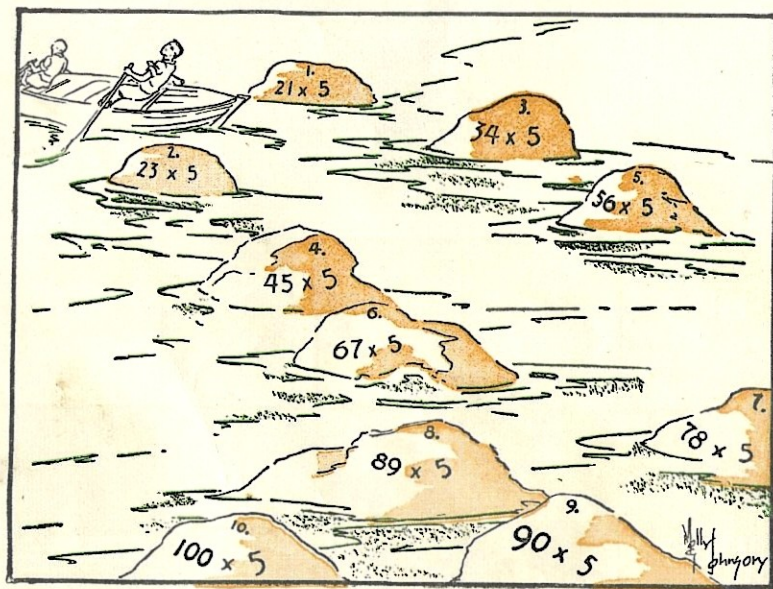
1. 121×4	2. 123×4	3. 119×4	4. 136×4	5. 138×4
6. 143×4	7. 145×4	8. 157×4	9. 168×4	10. 225×4

Exercise 12.

1. 15×10 . 2. 18×10 . 3. 19×10 . 4. 25×10 .
 5. 28×10 . 6. 39×10 . 7. 42×10 . 8. 54×10 .
 9. 56×10 . 10. 65×10 . 11. 66×10 . 12. 78×10 .
 13. 87×10 . 14. 89×10 . 15. 99×10 . 16. 60×10 .

Exercise 13.

A sum right means that a rock is passed safely. Try to row the boat safely past all the rocks.



Exercise 14.

1. 111×5 . 2. 113×5 . 3. 124×5 . 4. 127×5 .
 5. 139×5 . 6. 130×5 . 7. 140×5 . 8. 158×5 .
 9. 169×5 . 10. 188×5 .

Exercise 15.

Try to catch all these butterflies by getting the sums right.



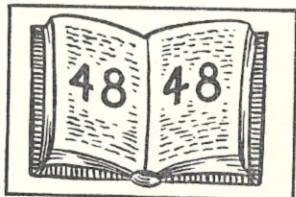
Exercise 16.

1. 86×2 . 2. 198×2 . 3. 409×2 . 4. 136×3 .
 5. 308×3 . 6. 185×4 . 7. 100×4 . 8. 99×10 .
 9. 170×5 . 10. 104×5 .

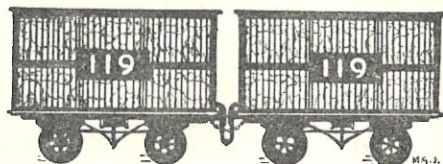
Revision.

Exercise 17.

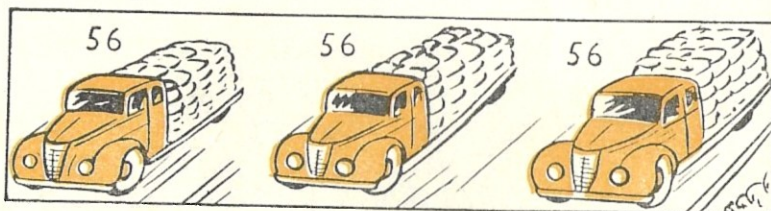
Revision



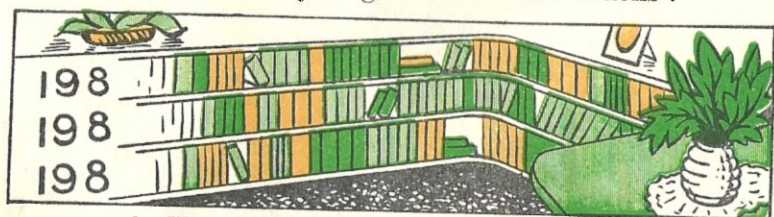
1. How many lines altogether?



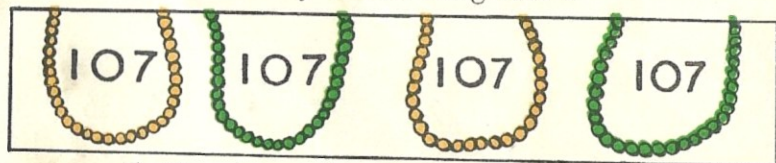
2. How many lambs altogether?



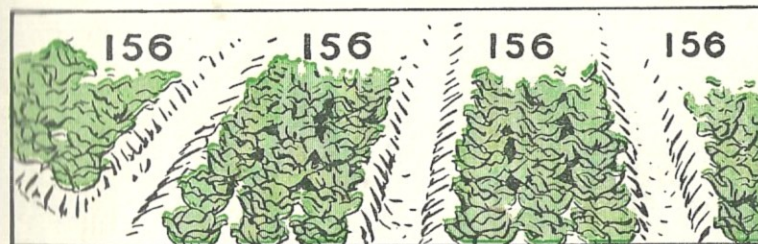
3. How many bags on all these trucks?



4. How many books altogether?



5. How many beads altogether?



6. There are lettuces altogether.

7. Find the total number of oranges in 10 of these cases.



8. The total number of eggs in 5 of these cases would be



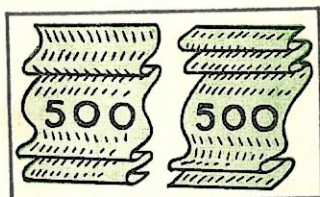
Exercise 18.

Revision.

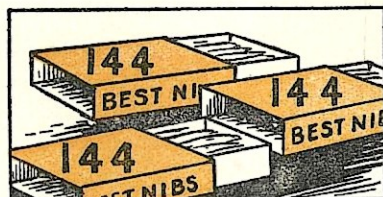
1. 195×2 .
2. Make 475 twice as great.
3. Multiply 305 by 3.
4. Get 3 times 298.
5. What number is four times as great as 160?
6. Do this sum in a shorter way :—
 $47 + 47 + 47 + 47 + 47 + 47 + 47 + 47 + 47 + 47$.
7. How much is 98 multiplied by 5?
8. Find the product of 106 and 5.

Exercise 19.

Additional Examples.

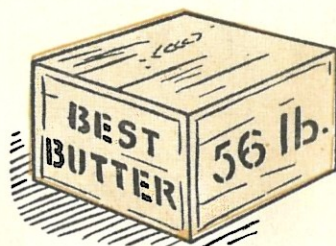
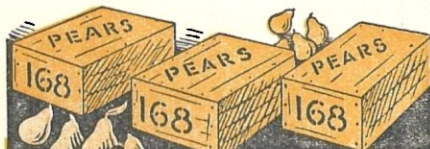


1. How many pins altogether?



2. How many nibs altogether?

3. Find the total number of pears in the three cases.



4. How many pounds of butter altogether in 4 of these boxes?

6. A girl has 10 of these rolls of tickets to sell. How many tickets has she altogether?



5. There are sticks of chalk altogether in 4 of these boxes.



7. Find the total number of pages in these books.

8. A gardener has 5 plots of lettuces like this one. How many lettuces has he?



Exercise 20.

Additional Examples.

1. 250×2 .
2. Twice 498 =
3. Three times 193 =
4. How much is 3 times 209?
5. 3×276 .
6. Do this sum in two ways:— 298×3 .
7. Multiply 325 by 3.
8. How much is 4 times 150?
9. What answer do you get when you multiply 179 by 4?
10. 4×205 .
11. How much is 250 times 4?
12. What is the product of 10 and 88?
13. How much is ten times ninety-seven?
14. Do this sum in a shorter way:—
 $144 + 144 + 144 + 144 + 144$.
15. Find five times one hundred and ninety-eight.
16. Find the product of 200 and 5.

CUMULATIVE REVISION.—II.

Exercise 1.

- Write in words:—(a) 692; (b) 440.
- Write in figures:—(a) Five hundred and four; (b) four hundred and seventeen.
- Write the numbers made up of:—(a) 3 hundreds 7 tens 8 units; (b) 7 hundreds 9 tens.
- $205 + 173 + 296 + 188$.
- 100 plus 75 plus 226 plus 29.
- What is the total of 356, 109, 17, and 125?
- Find the sum of two hundred and eighteen, one hundred and thirty-nine, twenty-three, and two hundred and twenty.
- Name the coins that may be given as change from 2s. after each of these articles is bought:—
(a) A tea-set for 1s. 4d.; (b) a book for 1s. 7½d.;
(c) a ball for 9d.; (d) a box of crayons for 5½d.

Exercise 2.

- | | | | | |
|--|--|--|--|--|
| 1. $\begin{array}{r} 58 \\ - 36 \\ \hline \end{array}$ | 2. $\begin{array}{r} 63 \\ - 49 \\ \hline \end{array}$ | 3. $\begin{array}{r} 326 \\ - 174 \\ \hline \end{array}$ | 4. $\begin{array}{r} 649 \\ - 256 \\ \hline \end{array}$ | 5. $\begin{array}{r} 547 \\ - 368 \\ \hline \end{array}$ |
| 6. $\begin{array}{r} 812 \\ - 379 \\ \hline \end{array}$ | 7. $\begin{array}{r} 522 \\ - 392 \\ \hline \end{array}$ | 8. $\begin{array}{r} 406 \\ - 217 \\ \hline \end{array}$ | 9. $\begin{array}{r} 453 \\ - 67 \\ \hline \end{array}$ | 10. $\begin{array}{r} 625 \\ - 75 \\ \hline \end{array}$ |

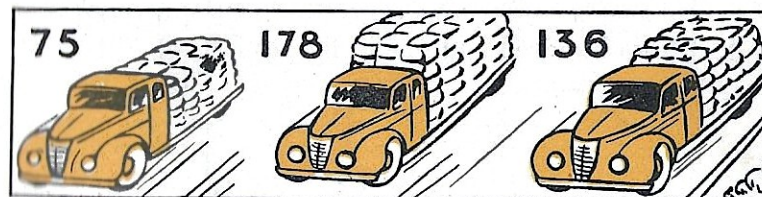
CUMULATIVE REVISION.—II.

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Exercise 3.

- 143×2 .
- 256×2 .
- 248×3 .
- 276×3 .
- 168×4 .
- 195×4 .
- 59×10 .
- 70×10 .
- 167×5 .
- 179×5 .

Exercise 4.



- How many bags altogether on these trucks?
- Find the sum of 294, 274, 180, and 120.
- 320 minus 160.
- Find the difference between 329 and 500.
- A boy picked 525 plums from one tree, and 126 plums from another. How many more plums were picked from the first than from the second tree?
- How many drawing-pins would there be in 5 of these boxes?
- Four times 225.
- Find the product of 267 and 5.



Exercise 5.

Three answers are given to each of the following problems.
Choose the correct answer to each.

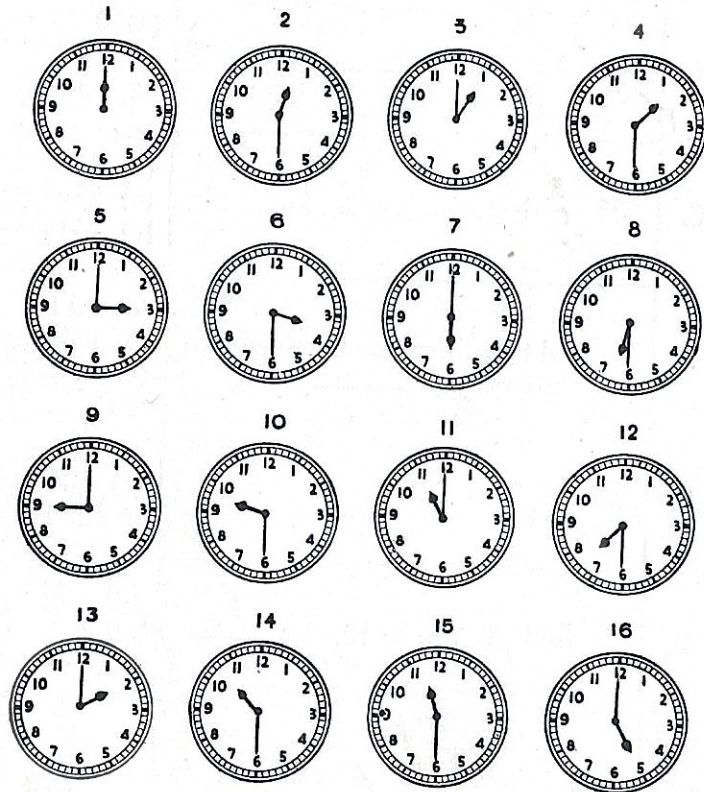
Problems.	Answers.
1. Two hundred and one in figures is	(a) 2,001 (b) 201 (c) 210
2. The largest possible number that can be made with 2, 9, 0 is	(a) 209 (b) 902 (c) 920
3. $5 + 19$ is	(a) 24 (b) 95 (c) 14
4. When giving change from 2s. for goods costing 1s. $3\frac{1}{2}$ d., the shopman would give	(a) $7\frac{1}{2}$ d. (b) $9\frac{1}{2}$ d. (c) $8\frac{1}{2}$ d.

Problems.	Answers.
5. 14 minus 5 =	(a) 9 (b) 19 (c) 70
6. $205 - 150 =$	(a) 355 (b) 55 (c) 45
7. To find the difference between two numbers, you	(a) add (b) subtract (c) multiply
8. $203 \times 3 =$	(a) 609 (b) 206 (c) 200
9. To find 5 times 18, we	(a) add (b) subtract (c) multiply
10. The product of 4 and 11 is	(a) 44 (b) 15 (c) 7

SECTION F.—TIME.

Exercise 1.

What time is shown by each of these clock faces?

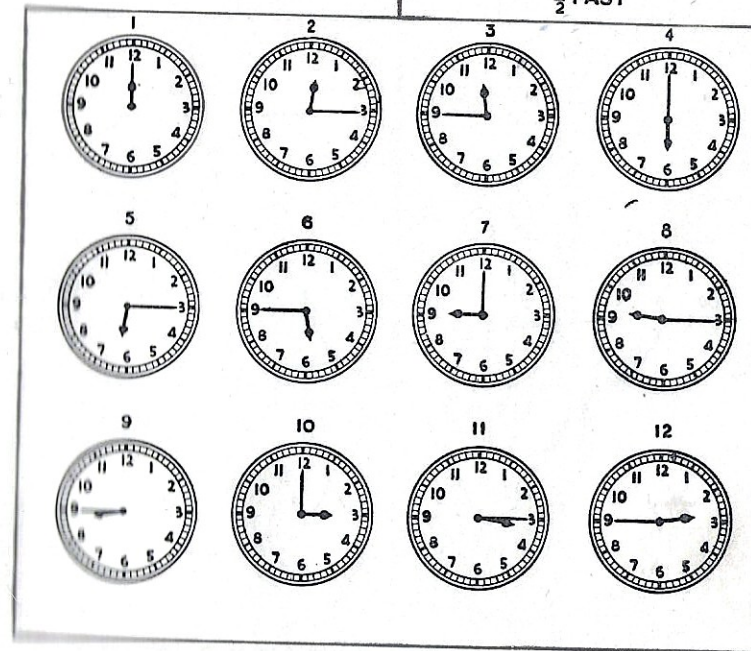
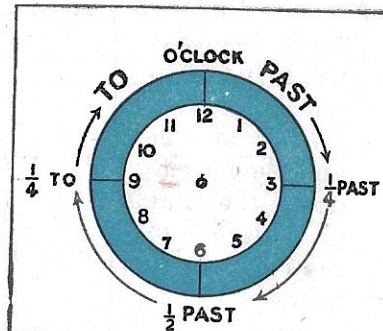


SECTION F.—TIME.

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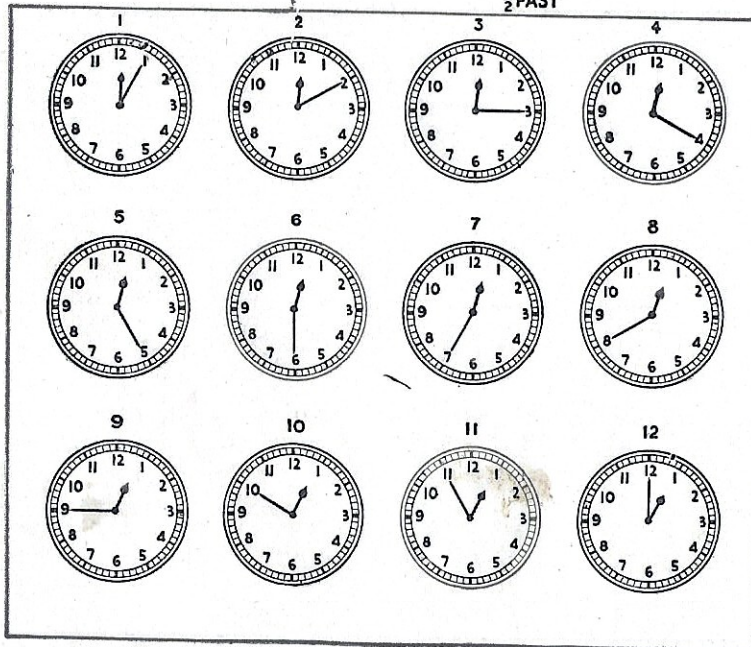
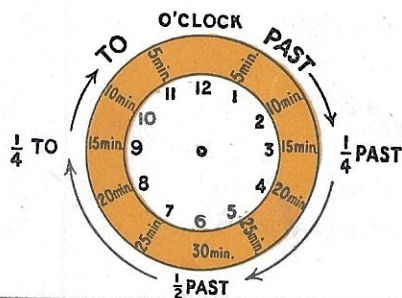
Exercise 2.

Look at the clock face on the right. It will help you to remember how to tell the time. Now write down the time shown by each of the other clock faces.



Exercise 3.

Here is another clock face that will help you to tell the time. Look at it and then write down the time on each of the clock faces below.



Exercise 4.

Read the times on these clock faces. Now find the new times you are asked for and write them down.

1 	$\frac{1}{2}$ hour earlier	6 	$\frac{1}{2}$ hour later
2 	$\frac{1}{4}$ hour earlier	7 	20 minutes later
3 	5 minutes later	8 	20 minutes earlier
4 	10 minutes earlier	9 	25 minutes later
5 	$\frac{1}{4}$ hour later	10 	25 minutes earlier

Exercise 5.

1. Here is a matching game. "7 days" is shown on one side, "1 week" on the other. These make a pair. Find the other pairs.

(a) 7 days	3 weeks
(b) 2 weeks	1 week
(c) 21 days	28 days
(d) 4 weeks	14 days
(e) 35 days	70 days
(f) 10 weeks	5 weeks

2. (a) How many days are there in 2 weeks 3 days?
 (b) Ted had 5 weeks and 3 days for his Christmas holidays. How many days was this?
 (c) Baby's age is one day less than 4 weeks. How many days is this?

3. Find the pairs that match:—

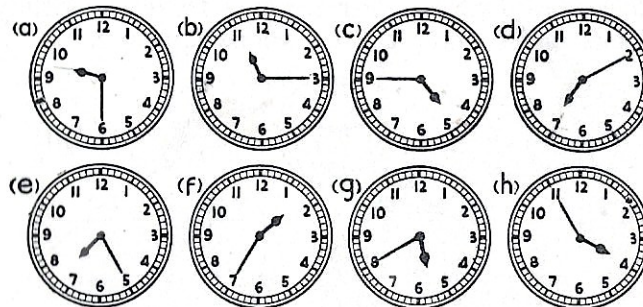
(a) 1 year	24 months
(b) 60 months	4 years
(c) 48 months	36 months
(d) 2 years	5 years
(e) 120 months	12 months
(f) 3 years	10 years

4. How many months in (a) 2 years 3 months; (b) 3 years 6 months; (c) 5 years 9 months?

Exercise 6.

Revision.

1. Write the time shown by each of these clock faces.



2. Use your clock face to find out what time it will be
 (a) half an hour after 10 past 1; (b) 10 minutes before 25 to 7.
 3. Tom went to the country for 4 weeks and 4 days. How many days was this?
 4. Ruby's age is 5 years 8 months. How many months old is she?

Using your own clock face, place the hands as you are told in each of these questions. Then write down the time shown in each case.

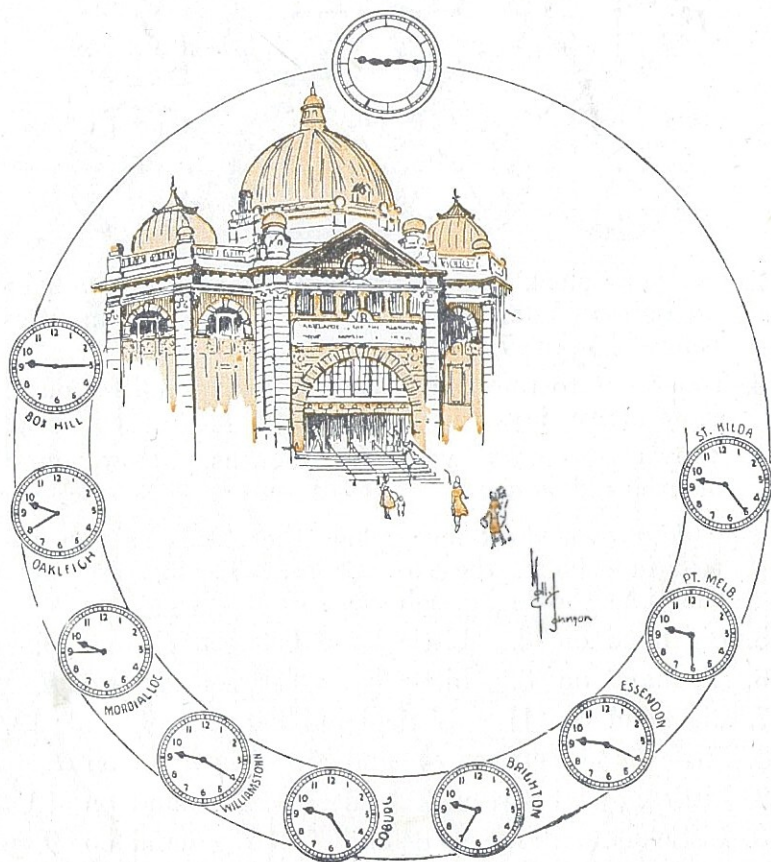
5. Big hand on 4. Little hand between 2 and 3.
 6. Big hand on 8. Little hand between 5 and 6.
 7. Big hand on 11. Little hand between 9 and 10.
 8. Little hand between 4 and 5. Big hand on 6.
 9. Little hand between 2 and 3. Big hand on 10.
 10. Little hand between 8 and 9. Big hand on 9.

206
 179
 127

Exercise 7.

Additional Examples.

Here is a picture of the Flinders-street Station. The clocks are drawn bigger for you to read. Study the clocks and answer the questions opposite.



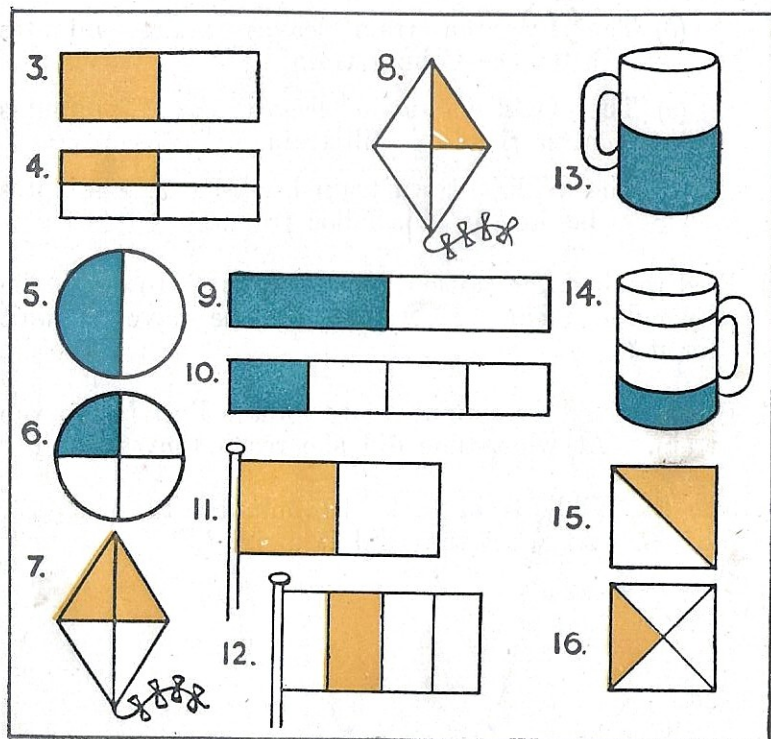
- What time is shown by the station clock?
- Write down the time that each train leaves Flinders-street.
- Find the missing numbers:—
 - The train for St. Kilda leaves minutes before the train for Port Melbourne.
 - The Brighton train leaves minutes after the Coburg train.
 - The Oakleigh train leaves minutes after the Box Hill train.
 - The Williamstown train leaves minutes before the Mordialloc train.
- Fred reached the station at a $\frac{1}{4}$ past 9 to catch the Essendon train. How long did he have to wait for it?
- Beryl arrived five minutes late for the Port Melbourne train. At what time did she reach the station?
- The St. Kilda train took 10 minutes to reach St. Kilda. At what time did it arrive?

SECTION G.—FRACTIONS.

Exercise 1.

1. Fold a piece of paper to show (a) $\frac{1}{2}$; (b) $\frac{1}{4}$.
2. Cut an orange to show (a) $\frac{1}{2}$; (b) $\frac{1}{4}$.

Look at these drawings and then say what part the coloured part is of each one.



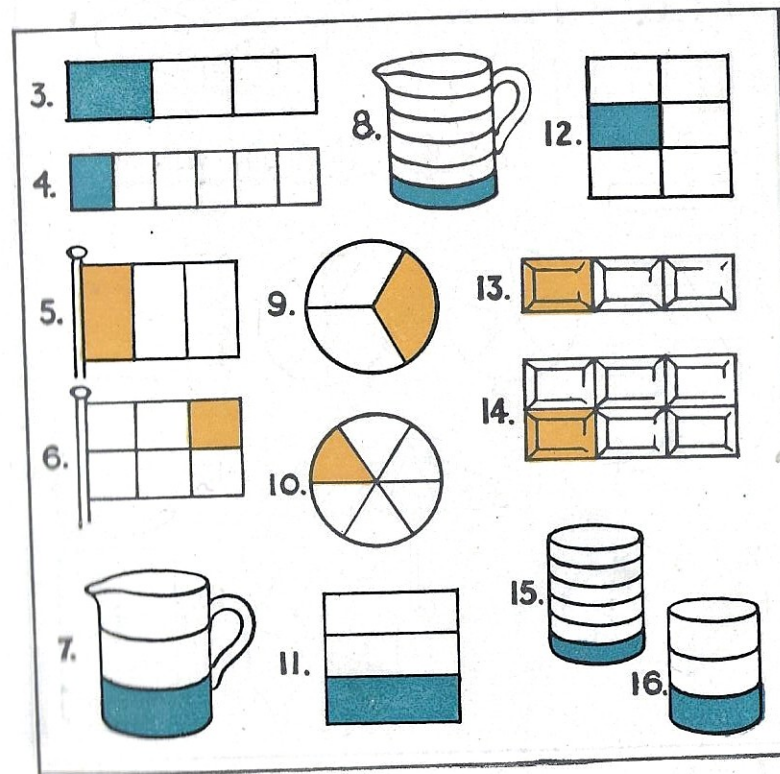
SECTION G.—FRACTIONS.

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Exercise 2.

1. Fold a piece of paper to show (a) $\frac{1}{3}$; (b) $\frac{1}{6}$.
2. Draw a line 6 inches long and mark off (a) $\frac{1}{3}$ of it; (b) $\frac{1}{6}$ of it.

Look at these drawings and then say what part the coloured part is of each one.

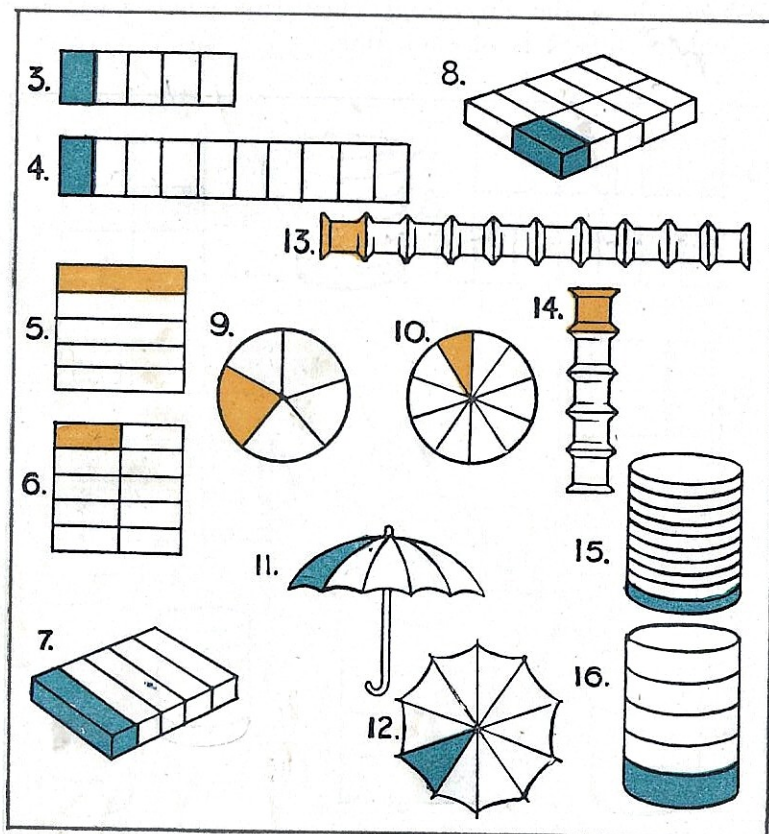


Exercise 3.

1. Fold a piece of paper to show (a) $\frac{1}{5}$; (b) $\frac{1}{10}$.

2. Cut a piece of soap to show (a) $\frac{1}{5}$; (b) $\frac{1}{10}$.

What part of each of these drawings is coloured?



Exercise 4.

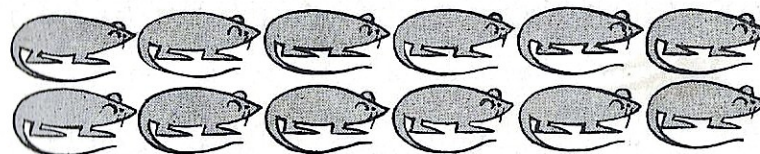
Copy these drawings quickly and do to each as you are asked.



1. Shade $\frac{1}{2}$ of the lemons. 2. Shade $\frac{1}{4}$ of the oranges.



3. Shade $\frac{1}{2}$ of the pears. 4. Mark $\frac{1}{4}$ of the trees.



5. Draw a ring around $\frac{1}{2}$ of the mice.



6. Draw a line through $\frac{1}{4}$ of the fish.

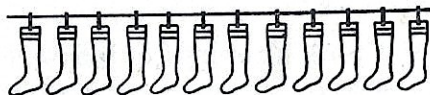


7. Put a x on $\frac{1}{3}$ of the mugs.

8. Colour $\frac{1}{6}$ of the cats.



9. Shade $\frac{1}{3}$ of the socks.



10. Colour $\frac{1}{6}$ of the socks.

11. Put crosses through $\frac{1}{3}$ of the tops.



12. Draw a line through $\frac{1}{10}$ of the chickens.



13. Draw a line through $\frac{1}{5}$ of the flowers.

14. Draw a ring around $\frac{1}{10}$ of the balls.



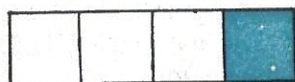
Exercise 5.

Revision.

1. Draw a line 4 inches long. Mark off $\frac{1}{4}$ of it.
2. Tom ate the part of this chocolate drawn faintly. What part did he eat?



3. What part of this bar is coloured?



4. What part of this pie is cut out?



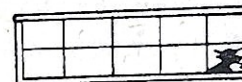
5. What part of this star is blue?



6. Jack ate the part of this cake drawn faintly. What part was this?



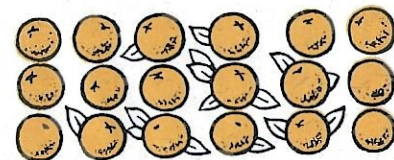
7. What part of this window is broken?



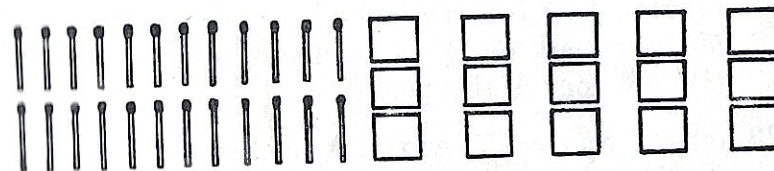
Copy these sketches and do to each as you are told.



8. Shade $\frac{1}{2}$ of the marbles.
9. Colour $\frac{1}{4}$ of the beans.



10. Draw a ring around $\frac{1}{3}$ of the oranges.

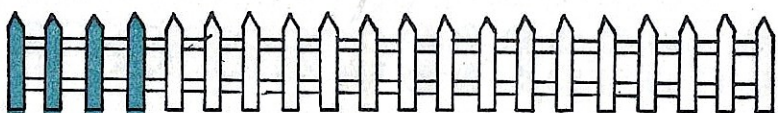


11. Cross out $\frac{1}{6}$ of the matches.
12. Colour $\frac{1}{5}$ of the squares.

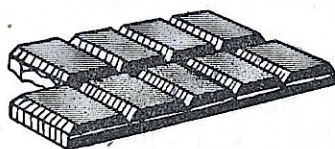
Exercise 6.

Additional Examples.

1. Draw a square and shade $\frac{1}{4}$ of it.
2. Draw 10 apples and shade $\frac{1}{5}$ of them.
3. Draw 18 pears and shade $\frac{1}{2}$ of them.
4. Draw 15 fish and colour $\frac{1}{3}$ of them.
5. Draw 24 bananas and colour $\frac{1}{6}$ of them.
6. Draw 16 soldiers and show $\frac{1}{8}$ of them without rifles.
7. What part of these pickets are painted?



8. What part of this cake of chocolate is missing?



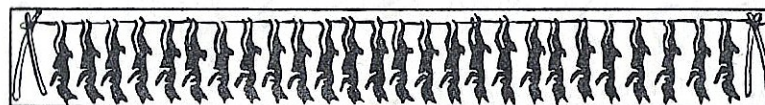
9. (a) Draw a line 6 inches long and mark off $\frac{1}{6}$ of it.
(b) How long is this part?
(c) Now mark off $\frac{1}{3}$ of the line.
(d) How long is this part?
10. (a) Draw a line 5 inches long and mark off $\frac{1}{5}$ of it.
(b) What length is this part?
(c) What length would $\frac{1}{10}$ of this line be?

SECTION H.—DIVISION.

Exercise 1.



1. Here are fowls.
2. How many fowls make a pair?
3. How many pairs of fowls are there?
4. $6 \div 2$.
5. $2 \overline{) 6}$
6. $2 \overline{) 14}$
7. $2 \overline{) 18}$



8. Here are rabbits.
9. (a) $2 \overline{) 26}$ (b) How many pairs of rabbits are there?
10. $2 \overline{) 48}$
11. $2 \overline{) 62}$
12. $2 \overline{) 86}$
13. $2 \overline{) 246}$
14. $2 \overline{) 284}$
15. $2 \overline{) 468}$
16. $2 \overline{) 40}$
17. $2 \overline{) 60}$
18. $2 \overline{) 80}$
19. $2 \overline{) 260}$
20. $2 \overline{) 480}$

78 29 0
43
78

Exercise 2.



1. Here are socks.
2. How many pairs of socks are there?
3. How many socks are over?



4. Here are gloves.
5. How many pairs of gloves are there?
6. How many gloves are over?
7. $11 \div 2$.
8. $15 \div 2$.
9. $19 \div 2$.
10. $23 \div 2$.
11. $45 \div 2$.
12. $47 \div 2$.
13. $49 \div 2$.
14. $63 \div 2$.
15. $65 \div 2$.
16. $69 \div 2$.
17. $85 \div 2$.
18. $87 \div 2$.
19. $89 \div 2$.
20. $81 \div 2$.

Exercise 3.

Divide each of the following numbers by 2:—

1. 32.
2. 34.
3. 36.
4. 38.
5. 52.
6. 54.
7. 74.
8. 56.
9. 96.
10. 58.
11. 72.
12. 76.
13. 92.
14. 78.
15. 94.
16. 98.

Exercise 4.

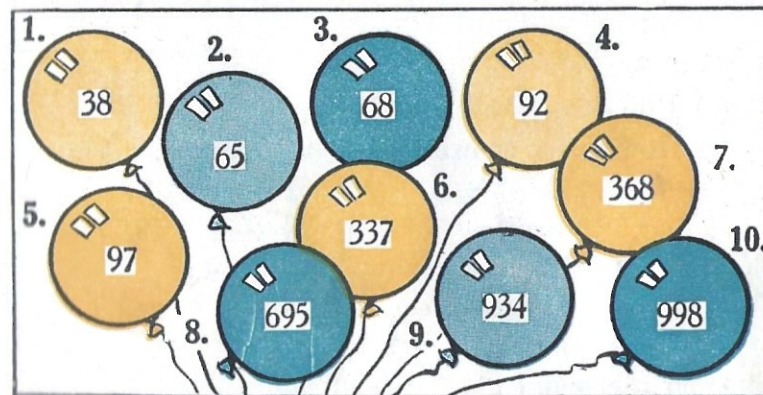
1. $33 \div 2$.
2. $35 \div 2$.
3. $37 \div 2$.
4. $39 \div 2$.
5. $55 \div 2$.
6. $59 \div 2$.
7. $73 \div 2$.
8. $77 \div 2$.
9. $79 \div 2$.
10. Divide 93 by 2.
11. How many twos in ninety-five?
12. Find the quotient of 99 and 2.

Exercise 5.

1. $33 \div 3$.
2. $39 \div 3$.
3. $63 \div 3$.
4. $96 \div 3$.
5. $90 \div 3$.
6. $363 \div 3$.
7. $393 \div 3$.
8. $636 \div 3$.
9. $669 \div 3$.
10. $960 \div 3$.

Exercise 6.

Divide all the numbers on these balloons by 3. If you are wrong the balloon bursts. Try not to burst any.



Exercise 7.

1. $42 \div 3$. 2. $45 \div 3$. 3. $48 \div 3$. 4. $81 \div 3$.
5. $54 \div 3$. 6. 57 divided by 3.
7. Divide 72 into 3 equal parts.
8. How many times will 3 go into 75?
9. How many threes in seventy-eight?
10. What is the quotient of 51 and 3?
11. Find the quotient of 84 and 3.
12. What is the quotient of three and eighty-seven?

Exercise 8.

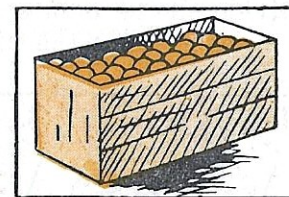
Here is a jar of 40 snowballs, which are to be put into bags each holding 3 snowballs.



1. $40 \div 3$.
2. (a) How many bags will be used?
(b) How many snowballs will be over?
3. $44 \div 3$. 4. $47 \div 3$. 5. $52 \div 3$. 6. $55 \div 3$.
7. $59 \div 3$. 8. $71 \div 3$. 9. $74 \div 3$. 10. $77 \div 3$.
11. $79 \div 3$. 12. How many 3's in 80?
13. How many threes in eighty-three?
14. Find the quotient of 85 and 3.
15. Find the quotient of 3 and 89.

Exercise 9.

There were 96 oranges in this case. They were divided into four equal lots.



1. (a) $4 \overline{) 96}$

(b) Each lot contained oranges.

2. $56 \div 4$. 3. $64 \div 4$. 4. $72 \div 4$. 5. $76 \div 4$.
6. $92 \div 4$. 7. $60 \div 4$. 8. $448 \div 4$.
9. $456 \div 4$. 10. $75 \div 4$. 11. $59 \div 4$.
12. $53 \div 4$. 13. $55 \div 4$. 14. $69 \div 4$.
15. $71 \div 4$. 16. $77 \div 4$. 17. $93 \div 4$.
18. $99 \div 4$. 19. $487 \div 4$. 20. $499 \div 4$.

Exercise 10.

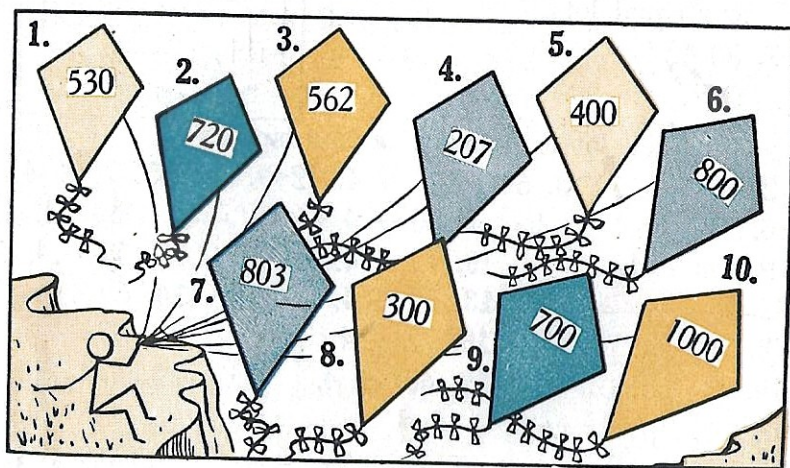
1. $564 \div 4$. 2. $687 \div 4$. 3. $728 \div 4$.
4. $769 \div 4$. 5. $929 \div 4$. 6. $533 \div 4$.
7. $595 \div 4$. 8. How many 4's in 746?
9. How many fours in nine hundred and fifty?
10. What is the quotient of 4 and 907?

Exercise 11.

1. $116 \div 4$. 2. $137 \div 4$. 3. $256 \div 4$.
4. $278 \div 4$. 5. $291 \div 4$. 6. $311 \div 4$.
7. $335 \div 4$. 8. $303 \div 4$.
9. $208 \div 4$. 10. $322 \div 4$.

Exercise 12.

Divide all the numbers on these kites by 4. Each sum right keeps the kite flying. Can you fly them all?

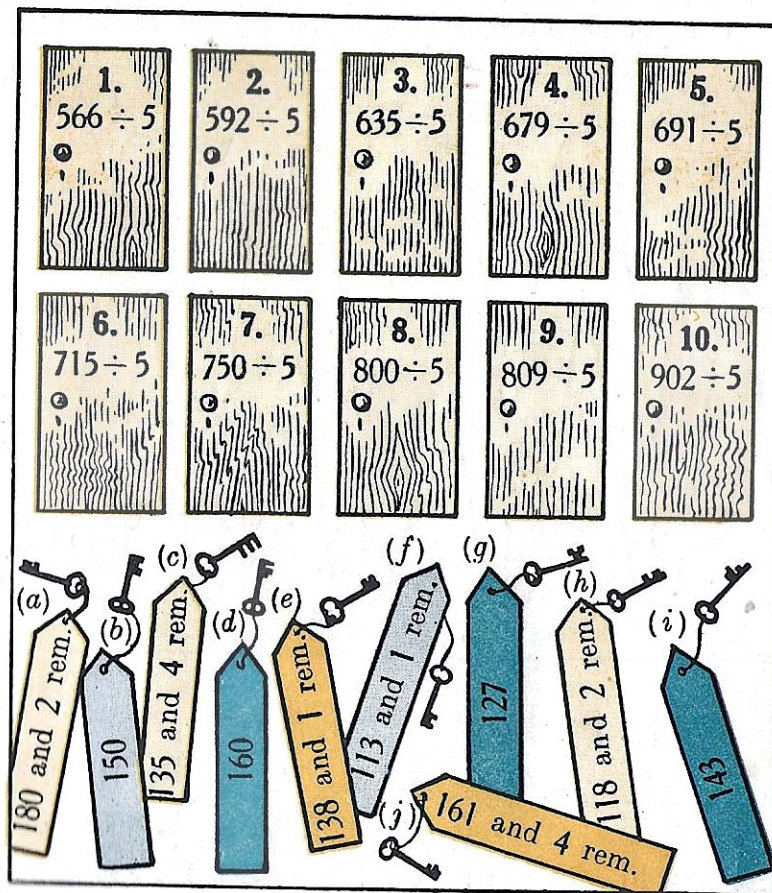


Exercise 13.

- | | | |
|----------------------|---------------------|---------------------|
| 1. $60 \div 10$. | 2. $90 \div 10$. | 3. $100 \div 10$. |
| 4. $120 \div 10$. | 5. $180 \div 10$. | 6. $210 \div 10$. |
| 7. $260 \div 10$. | 8. $300 \div 10$. | 9. $790 \div 10$. |
| 10. $1000 \div 10$. | 11. $32 \div 10$. | 12. $43 \div 10$. |
| 13. $54 \div 10$. | 14. $88 \div 10$. | 15. $129 \div 10$. |
| 16. $333 \div 10$. | 17. $525 \div 10$. | 18. $602 \div 10$. |
| 19. $704 \div 10$. | 20. $909 \div 10$. | |

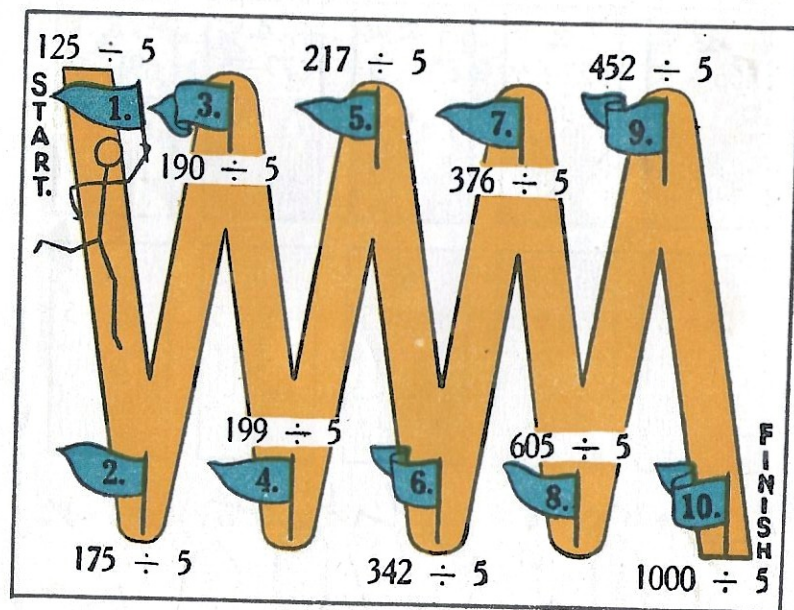
Exercise 14.

The keys to these doors are the correct answers given below. Find the right key for each door.



Exercise 15.

In this race you have to run with the first flag up to the second one. Then you take the second flag on to the third one, and so on. A sum wrong means that you have dropped the flag. Try not to drop it.



Exercise 16.

- | | | | |
|--------------------|-------------------|--------------------|-------------------|
| 1. $570 \div 2$. | 2. $405 \div 2$. | 3. $309 \div 3$. | 4. $110 \div 3$. |
| 5. $407 \div 4$. | 6. $882 \div 4$. | 7. $400 \div 10$. | |
| 8. $506 \div 10$. | 9. $720 \div 5$. | 10. $853 \div 5$. | |

Exercise 17.

- How many twos in 956?
- Divide 824 by 3.
- Find how many fours in 756.
- 219 divided by 3.
- How many 4's in 305?
- How many times will 10 go into 569?
- How many threes in 400?
- Divide 362 into 4 equal parts.
- Find the quotient of 603 and 10.
- What is the quotient of 5 and 351?

Exercise 18.

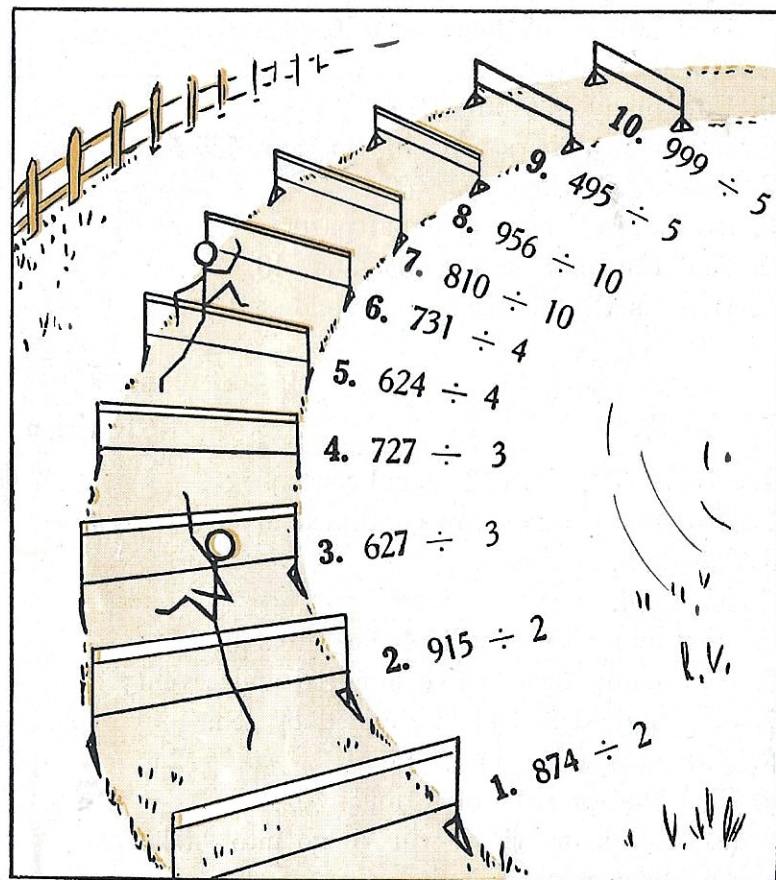
Revision.

- Divide 150 into 2 equal parts.
- How many threes are contained in 390?
- $200 \div 3$.
- $282 \div 4$.
- How many times will 4 go into 403?
- How many tens in five hundred and seventy?
- Six hundred and eight divided by ten.
- How many 5's in 580?
- Find the quotient of 5 and 602.
- (a) How many times will 5 go into 904?
(b) What is the remainder?

Exercise 19.

Additional Examples.

Jump each hurdle. A sum wrong means a hurdle knocked over.



Exercise 20.

Additional Examples.

Correct answers to the sums are shown as rings. Each ring has its right hook. How many rings can you put on the right hooks?

1.  $521 \div 2$	2.  $900 \div 2$	3.  $241 \div 3$	4.  $902 \div 3$
5.  $680 \div 4$	6.  $803 \div 4$	7.  $790 \div 10$	8.  $900 \div 10$
9.  $453 \div 5$		10.  $802 \div 5$	

(a) 260 and 1 rem. (b) 300 and 2 rem.
 (c) 200 and 3 rem. (d) 450 (e) 79
 (f) 80 and 1 rem. (g) 90 (h) 170 (i) 160 and 2 rem. (j) 90 and 3 rem.

CUMULATIVE REVISION.—III.

Exercise 1.

- Write in words:—(a) 798; (b) 942.
- Write in figures:—(a) Eight hundred and eight;
(b) seven hundred and seventy.
- Copy these numbers and put a stroke through the figure of least value in each:—(a) 719; (b) 159.
- (a) Make any number of three figures with 7 in the units' place.
(b) Make another number of three figures with 5 in the hundreds' place.
- $89 + 75 + 154 +$ nineteen.
- Find the total of 36, 90, 359, and 188.
- To 356 add 144 and 390.
- Find the sum of 272, 189, 336, and 103.

Exercise 2.

- $356 - 219$.
- From 879 take 389.
- 750 minus 178.
- By how much is 406 greater than 385?
- Find the difference between 168 and eight hundred.
- 286×3 .
- Multiply 270 by 3.
- Find 4 times 185.
- What is 10 times 79?
- Find the product of five and one hundred and four.

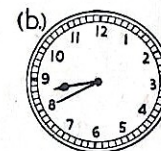
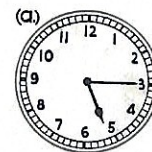
CUMULATIVE REVISION.—III.

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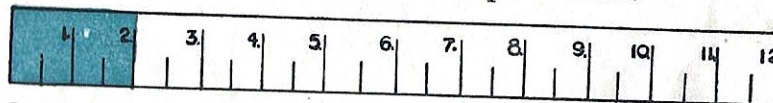
Exercise 3.

- Complete these sentences by adding "equal to", "more than", or "less than":—
(a) 5 halfpence are..... 2 pence.
(b) 24 pence are a florin.
(c) 9 florins are a £1 note.
(d) 5 crowns are a £1 note.
- Name the coins that a shopkeeper might give as change from a florin if goods were bought to the value of—(a) 1s. $10\frac{1}{2}$ d; (b) $2\frac{1}{2}$ d.

- What time is shown by each of these clock faces?



- Use your clock face to find the time it will be—
(a) $\frac{1}{2}$ an hour after 11 o'clock;
(b) $\frac{1}{4}$ of an hour after five past 12.
- Elsie went to the country for 5 weeks and 6 days. How many days was this?
- Draw a line 5 inches long and mark off $\frac{1}{5}$ of it.
- Draw 16 bananas and shade $\frac{1}{4}$ of them.



- What part of the ruler is blue?

Exercise 4.

1. $86 \div 2$.
2. $78 \div 3$.
3. $217 \div 3$.
4. $595 \div 4$.
5. $360 \div 4$.
6. $879 \div 10$.
7. $975 \div 5$.
8. $302 \div 5$.
9. How many times will 4 go into 264?
10. Find the quotient of 5 and 720.

Exercise 5.

Three answers are given to each of these problems.
Choose the correct answer to each.

Problems.	Answers.
1. The number that is made up of 5 hundreds and 1 unit is	(a) 501 (b) 51 (c) 510
2. The coin that is worth as much as 4 sixpences is a	(a) shilling (b) florin (c) crown
3. To find the difference between two numbers, we	(a) multiply (b) subtract (c) divide
4. Lollies are 4 a 1d. For $2\frac{1}{2}$ d. you would get	(a) 10 (b) 8 (c) 6

Problems.	Answers.
5.  The red marbles are of all the marbles.	(a) $\frac{1}{2}$ (b) $\frac{1}{3}$ (c) $\frac{1}{4}$
6.  $\frac{1}{5}$ of all these caps is	(a) 1 cap (b) 5 caps (c) 2 caps
7.  The time is	(a) four o'clock (b) five past four (c) twenty past one
8. Grace is 10 years 7 months old. This is	(a) 70 months (b) 127 months (c) 77 months
9. $352 \div 5$ is	(a) 70 and 2 rem. (b) 70 (c) 7 and 2 rem.
10. To find the quotient, you	(a) divide (b) multiply (c) subtract

SECTION I.—LENGTH, WEIGHT, CAPACITY, DOZEN.

Exercise 1.

Length.



It was a wet day and Mary and Bill were tired of being indoors. Mother thought of a plan to keep them amused and busy. "I want you to help me put fresh paper in the kitchen cupboard," she said.

"May we do the drawer where the knives and forks are kept first?" asked Mary. "Yes," said Mother. "You will need to get your ruler." Bill took the drawer out, and this is how it looked.



SECTION I.—LENGTH, WEIGHT, CAPACITY, DOZEN. 95

"Now," said Mother, "you must measure each part and then cut the paper to fit exactly." Bill got his ruler, which was 1 foot long. It was marked off into inches. There were 12 inches shown on it.

He measured the whole drawer and found that it was 1 foot across and 13 inches deep. Then he measured the places for the knives, the forks, and the spoons. He made a list as he did it. Here it is:—

Place for the Knives	4 inches wide, 13 inches deep
Place for the Forks	4 inches wide, 9½ inches deep
Place for the Spoons	Same as for the forks
Place for the Tea-spoons	8 inches across, 3½ inches deep

Mary had some pretty blue paper. She measured it and cut it into four pieces, which exactly fitted the four parts of the drawer.

Here is something for you to do:—

Get a sheet of clean paper and measure four pieces to fit each part of the drawer.

Complete these statements:—

1. The space inside the drawer was 12 inches across. We call this foot.
2. The drawer was inches deep.
3. That means it was foot inch deep.

Now do these exercises:—

4. (a) Measure off 24 inches on your desk.
(b) This line is feet long.
5. (a) Draw another line 18 inches long.
(b) This line is foot inches long.
6. (a) Now draw a line 2 feet 9 inches long.
(b) This is inches long.
7. When 3 inches are cut from a piece of string 2 ft. long inches are left.
8. Which is longer—15 in. or 1 foot 2 inches?
9. Which is shorter—2 feet or 23 inches?

Exercise 2.

Length.

When the drawer was finished, Bill and Mary measured the shelves in the cupboard. The ruler was rather short to measure the full length of the cupboard, so Mother brought out her long dressmaking ruler. "This is a yard long," she said, "and it is marked off into feet and inches."

They found that there were 3 feet in the ruler. "There are 4 shelves to be covered," said Bill. They measured the shelves, and found that they were all the same size.

The length was 1 yd. 2 ft.

The depth was 1 ft. 1 in.

Mary measured and cut the paper, and soon all was finished.

"Thank you, children," said Mother.

"We have enjoyed helping," said Mary.

"And we have learned a good deal about measuring," said Bill.

Mary and Bill were now able to do other kinds of measuring exercises. Here are some of them for you to do.

1. (a) Draw a line 36 inches long.
(b) This is feet long. (c) It is called a
2. Draw a line 2 yards long. How many feet is this?
3. Now draw a line 2 yards 1 foot in length. How many feet long is this?
4. Mary bought 3 yards 2 feet of ribbon. How many feet was this?
5. Bill cut a piece of string 4 yards 1 foot in length. How many feet long was it?
6. Complete the sentences by adding "more than", "less than", or "equal to":—
(a) 2 yd. is 5 ft. (b) 3 yd. is 9 ft.
(c) 4 yd. is 14 ft. (d) 5 yd. is 15 ft.

Exercise 3.

Length.

Here is a boy measuring his friend's height.

1. Measure the height of the child who sits next to you. Then ask him to measure your height. Write the heights like this:—

Name.		Height.
Jack	..	4 ft. 4 in.
Tom	..	4 ft. 7 in.

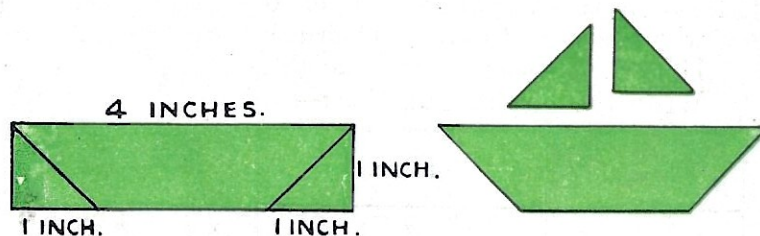


2. Copy this table and fill in the blank spaces:—

—	What I Think It Is.	Correct Length.
My pencil	 in.	 in.
My pen	 in.	 in.
My desk	 ft. in.	 ft. in.
My own height ..	 ft. in.	 ft. in.
My father's height ..	 ft. in.	 ft. in.
Teacher's table ..	 yd. ft.	 yd. ft.
The mantelpiece ..	 yd. ft.	 yd. ft.
The black board ..	 yd. ft.	 yd. ft.

3. Would you like to cut out a ship with sails?

- (a) Cut a piece of paper 4 in. long and 1 in. wide.
 (b) Measure 1 inch from each end and cut off the two corners for sails.



(c) Now paste your ship as shown in the drawing.

Exercise 4.

Weight.



On Saturday Bill and Mary went to do the messages.

Bill had to buy 2 lb. of chops and $\frac{1}{2}$ lb. of dripping at the butcher's, and 3 lb. of apples at the greengrocer's.

Mary went to the grocer's to get 1 lb. of butter, $\frac{1}{2}$ lb. of tea, $\frac{1}{4}$ lb. of cheese, and $\frac{1}{4}$ lb. of coffee.

When they got home, they did some weighing on Mother's scales, and this is what they found out:—

16 ounces make 1 pound.
 8 ounces make $\frac{1}{2}$ pound.
 4 ounces make $\frac{1}{4}$ pound.
 Two $\frac{1}{4}$ -lb. packets weigh as much as one $\frac{1}{2}$ -lb. packet.
 Two $\frac{1}{2}$ -lb. packets weigh as much as a 1-lb. packet.
 Four $\frac{1}{4}$ -lb. packets weigh as much as a 1-lb. packet.

"Now," said Bill to Mary, "I'll give you some weight puzzles." Mary got them all right. Turn over the page and see if you can, too.

100 SECTION I.—LENGTH, WEIGHT, CAPACITY, DOZEN.

1. If 3 oz. are cut from the 1 lb. of butter, how many ounces are left?
2. How many $\frac{1}{2}$ -lb. packets of tea will weigh as much as 1 lb.?
3. The piece of cheese was 1 oz. more than $\frac{1}{4}$ lb. How many ounces did it weigh?
4. Which is heavier: 9 oz. or $\frac{1}{2}$ lb.?
5. How many $\frac{1}{4}$ -lb. packets of tea will weigh as much as a 1-lb. packet of tea?
6. How much less than $\frac{1}{2}$ lb. would 6 oz. be?
7. Which weighs more: $\frac{1}{2}$ lb. of bacon or 7 oz. of bacon?
8. How many ounces in a piece of cake that weighs 1 lb. 2 oz.?
9. Which is less: 3 oz. or $\frac{1}{4}$ lb.?
10. Which of these things are bought by the pound:—
Rice, eggs, milk, pears, bananas, potatoes, carrots, turnips, sugar?
11. Mary then tried to catch Bill on judging the weights of several things. Then they weighed each of them to see how many of his answers were right.

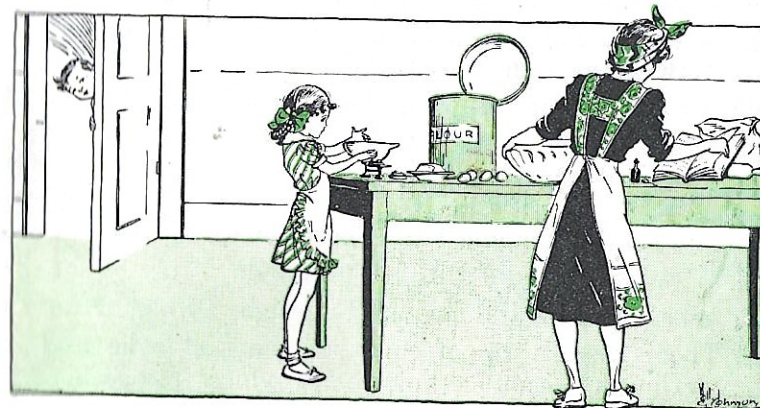
Now you do the same with these things:—

—	What You Think It Weighs.	Correct Weight.
Your pencil-case ..		
Your Reader ..		
A box of chalk ..		
A brick ..		

SECTION I.—LENGTH, WEIGHT, CAPACITY, DOZEN. 101

Exercise 5.

Weight.



"Let us help," said Mary, as Mother got ready to bake.
"Very well," said she. "You may weigh out the things for the first cake. This is what I need:—

1 lb. of flour; $\frac{1}{2}$ lb. of sugar; $\frac{1}{4}$ lb. of butter."

Mary set to work and soon all was ready. "I must check each one," said Mother.

This is what she found:—

The flour was just 1 lb.

The sugar was 2 oz. underweight.

The butter weighed 5 oz.

"You must be more careful," said Mother.

Now do these little sums (some are over the page):—

1. How many ounces of flour did Mary weigh?
2. How many ounces of sugar did she weigh?
3. How many ounces overweight was the butter she weighed?

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4. Mary took the sugar out of a 1-lb. bag of sugar. How many ounces were left?
5. Mary cut the 5 oz. of butter from 1 lb. of butter. How many ounces were left?

Bill was very careful when he weighed out 9 oz. of flour, 5 oz. of sugar, and 2 oz. of butter. He was right each time.

Now do these sums and try to be right each time:—

6. What weights did Bill use to weigh 5 oz. of sugar?
7. What weights did he use to weigh 9 oz. of flour?
8. There was $\frac{1}{2}$ lb. of sugar in the first cake and 5 oz. in the second; how many ounces altogether?
9. How much short of a pound was this?
10. Which is the heavier: $\frac{1}{2}$ lb. of sugar or 9 oz. of sugar?

Exercise 6.

Capacity.

Mother put a pint milk bottle, a $\frac{1}{2}$ -pint milk bottle, a tea-pot, a jug, and a breakfast cup on the table.

"Let us see how much each holds," she said.

"I know the big bottle holds 1 pint because it is written on it," said Bill. Mary filled the breakfast cup with water and poured the water into the small bottle. It just filled it.

"Oh, the cup holds half a pint," said she.

"Now find how many cups of water fill the pint bottle," said Mother. Mary found that it took two.

"Yes, that is right," said Mother, "two half-pints make one pint."

SECTION I.—LENGTH, WEIGHT, CAPACITY, DOZEN. 103

She then asked the children these questions. Can you answer them?

1. The tea-pot holds 4 cups of tea.
 - (a) How many half-pints is that?
 - (b) How many pints does it hold?
2. The jug holds $2\frac{1}{2}$ pints of milk.
 - (a) How many half-pints is that?
 - (b) How many full cups does the jug hold?
3. Bill drinks $\frac{1}{2}$ a pint and Mary drinks 2 cups of milk a day. Who drinks the more?

"We both drink the same," said Bill.

"No, I drink twice as much," said Mary.

Who was right?
4. Mother then got a vinegar bottle, a tumbler, a small jug, and a basin.

"How much do you think each holds?" she asked. The children gave their answers, and then Mother said, "Now find out exactly by measuring."

Rule your books as shown and judge what you think each vessel holds. Then measure and see if you are right.

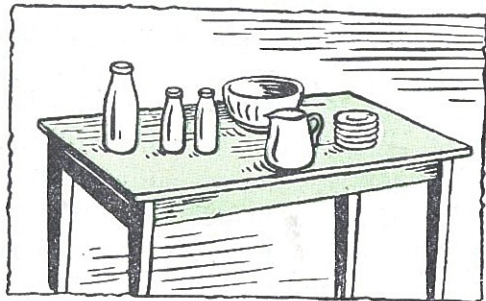
—		You Think It Holds—	It Really Holds—
A tumbler ..	..		
A bottle ..	..		
A jug ..	..		
A basin ..	..		

Exercise 7.

Capacity.

Look at the things Mother has on the table to-day.

"What a big milk bottle," said Bill. "It is the biggest one I have seen."



"Yes," said Mother, "I wanted extra milk to-day, so I asked the milkman to leave a quart, and this is the bottle he left."

"Is that how much milk a quart is?" asked Mary.

"Yes," answered Mother, as she poured the milk into a jug. It just filled it.

"So this is a quart jug," said Mary.

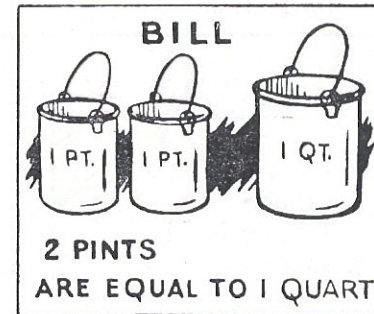
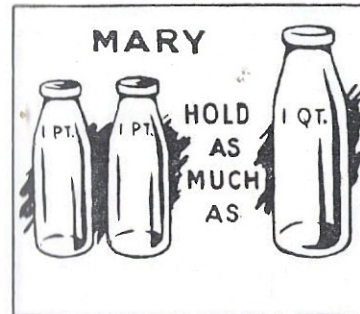
Bill filled the two pint bottles with water and poured the water into the quart bottle.

"I've found out something," he said. "There are just two pints in one quart. I've seen quart bottles of oil outside the garage, too."

"And I've seen a quart bottle of vinegar at the grocer's," said Mary.

Then Mother said, "Now I want each of you to draw a picture to help you to remember that two pints are equal to one quart."

Here are the pictures that Bill and Mary drew. Copy them into your book.



"Now ask us some questions about the quart," said Bill.

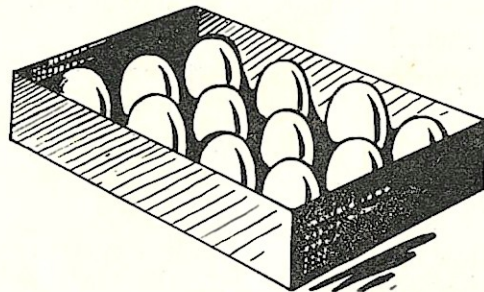
These are the questions Mother asked. Can you answer them?

1. The picnic tea-pot holds 2 quarts.
 - (a) How many pints will fill it?
 - (b) When it is half full, how many pints does it hold?
2. The basin holds $2\frac{1}{2}$ quarts.
 - (a) How many pints is half a quart?
 - (b) How many pints does the basin hold?
3. How many pints in (a) 3 quarts; (b) 4 quarts; (c) 5 quarts?
4. Which is more:
 - (a) 2 quarts or 3 pints?
 - (b) 3 quarts or 7 pints?
5. If 1 pint is used from 2 quarts of milk, how many pints are left?

6. Rule your book as shown and write what you think each vessel holds. Then check your answers by measuring.

—	You Think It Holds—	It Really Holds—
A large jar ..		
A dipper ..		
A mixing bowl ..		
A saucepan ..		

Exercise 8.



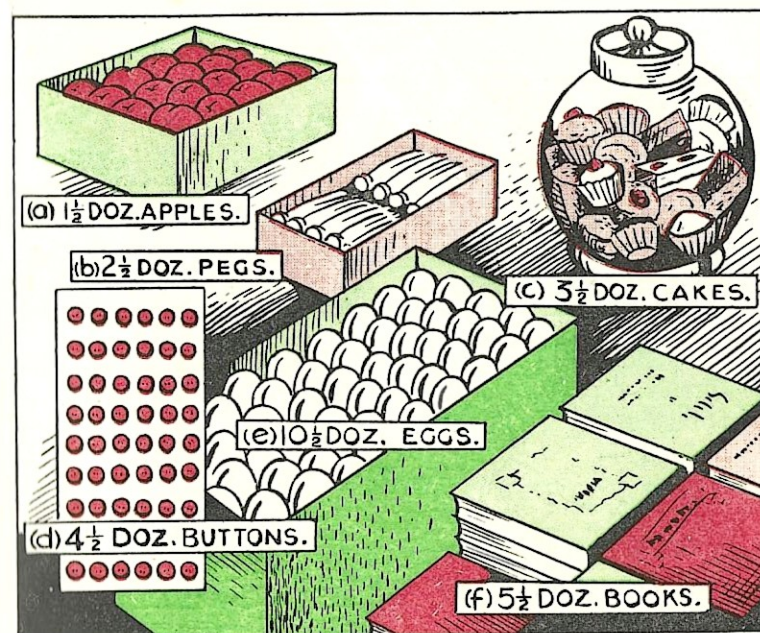
Dozen.

Here is a box of 12 eggs.

- We call this number of eggs a
- Half of the eggs would be called a $\frac{1}{2}$
- Copy these sums and fill in the spaces:—

(a) 1 dozen =	(b) 2 dozen =
(c) dozen = 36	(d) dozen = 48
(e) 10 dozen =	(f) dozen = 60

4. How many of each of these articles are there?



- Tom broke 5 eggs out of 2 dozen. How many eggs were left?
- Doris had 37 pegs. She bought an extra $\frac{1}{2}$ dozen. How many did she have then?
- Five cards each contain $\frac{1}{2}$ dozen buttons. How many buttons is that altogether?
- Thirty pounds of sugar was weighed into bags each holding $\frac{1}{2}$ doz. lb. How many bags were there?

Exercise 9.

Revision.



Bill's friend Tom had fifteen friends coming to his birthday party, so Bill and Mary helped him to get things ready. First, they made this list of all they needed:—

1 doz. and 4 caps.
10 cake candles.
5 doz. sandwiches.
 $3\frac{1}{2}$ doz. cakes.
 $1\frac{1}{2}$ pints cream.
8 quarts lemonade.
Coloured streamers.

Fruit for Salad—
9 passion fruit.
1 pineapple.
6 oranges.
1 doz. bananas.
 $\frac{1}{2}$ lb. pears.
 $\frac{1}{2}$ lb. apples.

Then Tom said, "The table will be too small, we shall have to put the extra leaf in". He measured the leaf and found that it was 3 ft. 4 in. wide.

"That will give us room for two more at each side, so that will do," he said.

Bill then made a place-card for each child. Each card was 2 inches long and $1\frac{1}{2}$ inches wide. Mary cut streamers into 6-foot lengths. Then the children helped to make the fruit salad. They enjoyed themselves, and the tables they had learned at school helped them to get everything right.

If you can get all these sums right, then you must know your tables, too. Can you get them all right?

1. How old was Tom?
2. How many paper caps were needed?
3. How many less than 1 dozen were the passion fruit?
4. What is another way of asking for 6 oranges?
5. How many small cakes did Tom's mother bake?
6. How many sandwiches were cut?
7. Find the total number of bananas, oranges, and passion fruit used.
8. When the pineapple was peeled, it weighed 1 lb. 9 oz.; how many ounces is that?
9. What was the weight of the pears in ounces?
10. What did the pears and the apples together weigh?
11. The cream was in $\frac{1}{2}$ -pint bottles; how many bottles were there?
12. How many pints of lemonade did they have?
13. Bill had 3 full breakfast cups of lemonade. How many pints was that?
14. How many yards did each streamer measure?
15. How many inches wide was the extra leaf of the table?
16. Draw a place-card of the same size as those Bill made and print your own name on it.

SECTION J.—A HOLIDAY AT THE FARM.



Mary and Bill went to stay at their Uncle's farm at Sulla for three weeks and four days. They travelled the two hundred and three miles to Sulla by a train that left Melbourne at twenty past nine in the morning. Uncle met them at the station in his new car. He had their little cousin, who was two years and four months old, with him. The train was due at a quarter to five, but it was twenty minutes late. When they arrived at the farm, Auntie May was feeding the ducks.

SECTION J.—A HOLIDAY AT THE FARM.

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What a fine time they had! Bill helped to yard sheep, feed pigs, and milk cows. Best of all he liked riding the pony to bring the cows up for milking. Smoko, Uncle's prize dog, always went with him. Bill was very proud of himself on the day when he killed a big black snake.

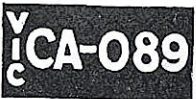
Mary helped Auntie May in the house and minded her little cousin. She loved gathering the eggs, playing with the kittens, and picking fruit in the orchard. Best of all she loved the little pet lamb, which she fed four times each day.

They were both very sorry when their happy holiday was over. They hope to come back again next year.

Exercise 1.

1. How many days were Mary and Bill at the farm?
2. How many months old was the little cousin?
3. Draw three clock faces and show—
 - (a) the time the train left Melbourne;
 - (b) the time it was due at Sulla;
 - (c) the time it arrived at Sulla.
4. Tabby, the cat, had 8 little kittens; $\frac{1}{4}$ of them were black, and the rest of them were grey. Draw all the kittens and colour them.
5. Mary made a cake and cut it into 6 equal pieces. She ate one piece.
 - (a) Draw the cake and shade in the part Mary ate.
 - (b) What part of the cake was this?

Exercise 2.

1. Write in figures the number of miles between Melbourne and Sulla.
2.  This is the number of Uncle's car. Write the number shown after the dash in words.
3. Uncle had some bags of chaff stacked in three heaps. There were 29 in one, 43 in another, and 78 in another. How many bags were there altogether?
4. One day they trucked some lambs to Melbourne. There were 119 lambs in each of 5 trucks. How many lambs were sent away altogether?
5. Auntie May had 108 fowls, which she divided exactly into 4 pens. How many fowls were in each pen?
6. Uncle bought 79 pigs from a farmer who had two hundred and six pigs. How many pigs did the farmer have left?

Exercise 3.

1. The snake that Bill killed was 5 feet 5 inches long. How many inches was that?
2. One day Bill's pony jumped a drain that was 2 yards 1 foot wide. How many feet wide was the drain?
3. Mary found a nest in the hedge. There were 1 dozen and 10 eggs in it.
 - (a) How many eggs was that?
 - (b) She broke 5 eggs on her way home. How many were left?

4. Each time Mary fed the lamb she gave it half a pint of milk from a baby's bottle.
 - (a) How many half-pints did the lamb drink each day?
 - (b) How many pints was that?
 - (c) How many quarts was that?
5. One day Mary picked 1 lb. 5 oz. of blackberries for a pie. How many ounces did they weigh?
6. Auntie May made a cake that weighed $1\frac{1}{2}$ lb.
 - (a) How many ounces did the cake weigh?
 - (b) They ate exactly one half of the cake for afternoon tea. How many ounces were left?

Exercise 4.

1. Uncle paid £1 for Smoko, the dog. How many shillings was that?
2. He has to pay a crown a year for a dog tax.
 - (a) How many shillings is that?
 - (b) He has had Smoko for 3 years. How much has he already paid in dog tax?
3. Bill had saved 2 florins, 1 shilling, and 1 sixpence to take on his holiday.
 - (a) Draw these coins.
 - (b) How much did he have altogether?
4. Mary had 2s. She bought a doll for $7\frac{1}{2}$ d. for her little cousin. How much change did she have?
5. Each train ticket cost 12s.
 - (a) How much did the two tickets cost?
 - (b) Draw the money Dad may have handed to the clerk when he bought their tickets.

Exercise 5.

General Knowledge.

This girl knows all these things. Write down those you know, then find out those you don't know.

<i>Length.</i>		<i>Times.</i>
1. Length of her pencil.		At what time she does these things—
2. Length of her case.		1. Gets up.
3. Length of her desk.		2. Leaves for school.
4. Her own height.		3. Has lunch.
5. Height of the black board.		4. Leaves school.
6. Height of the room.		5. Goes to bed.
<i>The weight of—</i>		<i>The cost of—</i>
1. An egg.		1. 1 lb. of butter.
2. An apple.		2. A dozen eggs.
3. Three pennies.		3. 1 lb. of sugar.
4. A quarter loaf of bread.	<i>How much these things hold—</i>	4. A newspaper.
5. A cup of water.	1. A tea-cup.	5. 1 pint of milk.
6. A briquette.	2. Mother's tea-pot.	6. 1 lb. of tea.
7. A brick.	3. Mother's kettle.	7. A half loaf of bread.

CUMULATIVE REVISION.—IV.

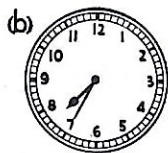
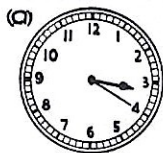
Exercise 1.

- Use these figures to make the smallest possible number:—
(a) 9, 2, 1; (b) 2, 5, 8.
- Write a number of three figures with—
(a) 9 in the hundreds' place;
(b) 4 in the tens' place.
- $125 + 37 + 286 + 19$.
- 250 plus 9 plus 26 plus 338 plus 47.
- Find the total of thirty-six, three hundred and eighty-four, one hundred and fifty-nine, eight, and three hundred and seventeen.
- 762 minus 395.
- Find the difference between 860 and 490.
- How many more is a thousand than five hundred and twenty-nine?

Exercise 2.

- Find the missing figures:—
(a) A florin will buy as much as sixpences.
(b) A crown will buy as much as shillings.
(c) A ten-shilling note will buy as much as crowns.
(d) A £1 note will buy as much as ten-shilling notes.
- Name the coins that a shopkeeper might give as change from a florin if goods worth these amounts were bought:—
(a) 1s. 9d.; (b) 1s. 2½d.; (c) 7d.; (d) 9½d.

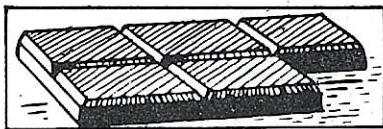
3. What time is shown by each of these clock faces?



4. Use your clock face to find out what time it will be—
 (a) a quarter of an hour after twenty past two;
 (b) twenty-five minutes before a quarter past two.

5. Baby's age is 4 weeks and 3 days. How many days is that?

6. What part of this chocolate has been eaten?



7. Draw a line 5 inches long and mark off $\frac{1}{10}$ of it.
 8. Draw 20 balloons and shade $\frac{1}{4}$ of them.

Exercise 3.

1. Find 3 times 256.
2. Multiply 190 by 4.
3. What is 10 times 100?
4. Find the product of 5 and 130.
5. Find the product of one hundred and eight, and five.
6. $291 \div 3$.
7. Divide 604 by four.
8. How many times will 10 go into 901?
9. What is the quotient of five and 754?
10. Find the quotient of five and one thousand.

Exercise 4.

1. Measure the distance around this oblong.



2. Bill is 3 ft. 10 in. high. How many inches is that?
3. Patricia had a skipping rope 4 yd. 2 ft. in length. How many feet long was it?
4. Which is more: (a) 1 lb. or 15 oz. ?; (b) $\frac{1}{2}$ lb. or 9 oz. ?; (c) $\frac{1}{4}$ lb. or 4 oz. ?
5. A cake weighs $1\frac{1}{4}$ lb. (a) How many ounces is that? (b) How many ounces will be left when $\frac{1}{2}$ lb. is cut off the piece?
6. Ann drank 6 breakfast cups of milk a day.
 (a) How many half-pints was that?
 (b) How many whole pints was it?
7. A milkman leaves one pint of milk each day.
 (a) How many pints is that for a week?
 (b) How many quarts and pints is it?
8. For a school party $5\frac{1}{2}$ dozen bananas were bought. Eight were found to be bad.
 (a) How many bananas were bought?
 (b) How many good bananas were there?

Exercise 5.

Three answers are given to each of these problems.
Choose the correct answer for each.

Problems.	Answers.
1. The difference between 200 and five is	(a) 150 (b) 205 (c) 195
2. A ten-shilling note is worth as much as	(a) 4 florins (b) 2 crowns (c) 10 sixpences
3. The product of 4 and 150 is	(a) 154 (b) 604 (c) 600
4.  After 25 minutes the time will be	(a) Twenty to five (b) Twenty-five to five (c) A quarter to five
5. A quarter of a line 1 ft. long is	(a) 3 inches (b) 4 inches (c) 6 inches

Problems.	Answers.
6. When we divide 304 by 5 the remainder is	(a) 6 (b) 0 (c) 4
7. One inch more than one yard is	(a) 36 inches (b) 37 inches (c) 35 inches
8. 1 oz. less than $\frac{1}{2}$ lb. is	(a) 15 oz. (b) 3 oz. (c) 7 oz.
9. $1\frac{1}{2}$ quarts of oil is	(a) 3 pints (b) 4 pints (c) 5 pints
10. 9 less than 4 dozen is	(a) 57 (b) 39 (c) 31

TABLES.

Table Chart.

1	2	3	4	5	6	7	8	9	10	11	12
2	4	6	8	10	12	14	16	18	20	22	24
3	6	9	12	15	18	21	24	27	30	33	36
4	8	12	16	20	24	28	32	36	40	44	48
5	10	15	20	25	30	35	40	45	50	55	60
10	20	30	40	50	60	70	80	90	100	110	120

Tables.

7 days = 1 week.

12 months = 1 year.

12 inches = 1 foot.

3 feet = 1 yard.

2 pints = 1 quart.

16 ounces = 1 pound.

12 things = 1 dozen.

